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ABSTRACT

A collection of recommended ideas, activities, and procedures, the teacher-developed curriculum guide is composed of lesson plans aimed at relating career education to subject matter already being taught in the classroom. Not intended to serve as a complete program in career education, the guide offers lesson plans for grades 1-8 and for high school English. Each lesson plan specifies grade level, subject area, major concept and subconcept, behavioral objectives, suggested activities, related resource materials, and evaluation techniques. A list of unit development packets follows each unit, and additional resource lists are offered for home economics, industrial arts, social studies, speech, science, mathematics, art, guidance, and adult education. Transparency masters, activity sheets, and other samples of classroom materials are included. (MW)

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CAREER EDUCATION
RESEARCH AND DEVELOPMENT

LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE

First Printing August 1972
Revised Edition August 1973

Lafayette Parish School Board
Lafayette, Louisiana
Harold Gauthe
Superintendent

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CE 002 593

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This Guide was originally developed by a select group of ten teachers, representative of the various grade levels and subject areas, from the Phase I (1972-73) Career Education project schools. For the 1973-74 project year, additional teachers were added to the staff for revision of the Curriculum Guide and to develop career units. The professionalism and dedication of these people in meeting the seemingly impossible challenge that the development of this Guide presented are most commendable. The Curriculum Development Team is comprised of the following career educators:

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*(Members of the original ten-member Career Education Curriculum Development Team)

Sincere appreciation is expressed to the principals and assistant principals of the project schools for making all of the resources at their command available to the Career Education staff and Curriculum Development Team for the development, field testing, and revision of this guide. Grateful appreciation is also expressed to Dr. Thomas Nevitt and his staff for the printing and binding of this work.

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INTRODUCTION

In March, 1970, President Nixon challenged the leaders of the Nation's schools to institute massive reform. He said:

> By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies.

Career Education is one answer to the President's call for reform. Former U. S. Commissioner of Education, Sidney P. Marland, Jr., has made this the number one priority of the U. S. Office of Education.

What is Career Education? There are many definitions. The following is the definition developed by the Lafayette Parish Career Education staff and the Curriculum Development Committee.

> Career Education is a comprehensive educational program, beginning with early childhood and continuing throughout life for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual would be equipped with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, post secondary occupational training, or a baccalaureate program.

Achievement of these objectives will not be easy. However, the search, energies, and resources needed to improve all education must be continually conducted. This Curriculum Guide, with the accompanying Career Unit Development Packets, we hope, is a step in the right direction. The organizing, planning, and work that finally culminated in this revised edition of this Guide began in January, 1972, with the creation of the Lafayette Parish Career Education Project. The original Lafayette Career Education staff is composed of three professionals and a secretary. As Lafayette Parish forges ahead in further developing and refining the on-going model Career Education program, the staff will be expanded to include outstanding educators possessing various Career specialities.

Since January, of 1972, the staff has conducted extensive research in the field of Career Education. Correspondence with existing and emerging programs throughout the nation has provided for valuable exchanges of ideas and materials. Visits to Houston and Dallas; Anne Arundel, Maryland; Washington, D.C., U. S. Office of Education; Atlanta and Cobb County, Georgia; Pontiac, Michigan; Orlando and Gainesville, Florida serve to keep the staff abreast of the latest approaches, strategies, and materials in Career Education.

The Lafayette staff has conducted four in-service training programs for local pre-career educators. In addition to the local efforts, the staff has assisted school systems throughout Louisiana, the Louisiana State Department of Education, U. S. Office of Education, and systems of bordering states in Career Education in-service training programs. The Lafayette approach and thrust in curriculum revision, partially depicted by this Guide and its accompanying Career units and learning packages, have served as an important core in these efforts.

The Lafayette Career Education Program originally consisted of three projected phases. During Phase I (1972-73 school session), the staff worked with the schools in the "Carencro Cluster." The cluster concept is designed to maximize and insure a sequential, step-by-step strategy for refinement and expansion of Career Education learning experiences and materials. Due to additional funding made available to Lafayette by the Louisiana State Department of Education through Vocational Funds and Louisiana Legislative Act 14, all thirty-seven schools in Lafayette (Projected Phases II and III) will be actively engaged in the career process for the 1973-74 school session.

The original ten-member Career Education Curriculum Development Team has been expanded to include twelve additional outstanding career educators. Curriculum revision and subsequent in-service activities have been conducted again throughout the summer of 1973.

The purpose of this Guide and the accompanying career units and learning packages is to help teachers, counselors, and administrators in planning and implementing creative and innovative activities in the field of career awareness, exploration, and preparation. This Guide must not be viewed as a text or as the final, authoritative word in Career Education, but, rather, as a collection of recommended ideas, activities and procedures to be used by Lafayette Parish educators in developing career programs to satisfy their students' particular needs.

Career development is a process, a life-long process, that begins early in a child's life and continues through adulthood. It should be a planned, sequentially developed process, not something that happens haphazardly. We sincerely hope that this Curriculum Guide and its accompanying Career Unit Development Packets will help the schools in initiating and continuing planned, developmental exploratory courses in careers for their students.

In this Guide the concept of Career Education must be thought of in its broadest sense. It is not just vocational in nature; it is allencompassing, taking in all the general curriculum. If the purpose of Career Education is to develop both the cognitive and affective areas; then, not only vocational information but also concepts, ideas, attitudes, and values will be important outcomes.

It is the responsibility of the school as an important societal influence in the life of every child to make available to him every possible opportunity for explaining and attaining knowledge about his future.

Robert M. Arceneaux
Career Education Supervisor

Charles Bonvillain
Career Education Coordinator

E. J. Gautreaux
Career Guidance Coordinator

NOTE TO THE TEACHER

This book is composed of plans for relating Career Education to the subjects you are teaching. The plans and the units which have been developed are not designed to be used in place of your usual plans but in conjunction with the material you ordinarily teach. We are not asking you to teach Career Education but to guide your students to see the relation between the subject matter you teach and the world of work.

Time and other factors have limited the scope of this book. It is not designed as a complete program in Career Education. Rather, the plans and units should serve as examples of things you can do. It is your option to use as many or as few of these as suit your purposes.

You, the classroom teacher, can make this book complete. In the extra space provided with each plan and within each unit, write in as many other activities and resources as you think of. Develop your own plans, and units and share your ideas with others.

In preparing the original Curriculum Guide in 1972, the writing team tried to include sample lessons related to each subject area for each grade in levels K-8. For grades K-2, the various subjects are correlated within each plan. Most lessons for grades 3-8 are related to specific lessons in the adopted textbooks for the individual subjects. Where there are two or more different texts in use, an attempt was made to include sample lessons for each of the texts

For the high school level, the original Curriculum Guide contained plans to be used in the English classes, honors through supportive.

Basically, they are written for grade nine English classes; but they could and perhaps should be used at all grade levels.

This book is a result of the revision and refinement of the original Curriculum Guide. On the elementary level, some plans were revised and more added. But the major job was the composing of Unit Development Packets. These have been written for most subjects in elementary, secondary, and adult education. There are plans for continued writing of units, especially to take care of certain areas in which no units have yet been written.

Editor

DEFINITION OF CAREER EDUCATION

Career Education is a comprehensive educational program, beginning with early childhood and continuing throughout life, for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual would be equipped with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, post-secondary occupational training, or a baccalaureate program.

GOALS OF CAREER EDUCATION

1. To bring about a refocusing of emphasis in education to develop in each student an increased awareness of his need to learn.
2. To provide every student with the opportunity to acquire the knowledge, skills, and attitudes which will prepare him to function successfully in society as a productive individual at a realistic level of aspiration.
3. To provide every student with a broad understanding of the opportunities and careers available in the world of work.
4. To develop in students a quality of adaptability so that they will be able to analyze situations and make the necessary decisions and adjustments if and when future technological changes affect their occupations and lives.

CONCEPTS OF CAREER EDUCATION

As the Curriculum Development Writing Team prepared to begin writing curriculum guides, it became apparent that the guides should be written around a framework of concepts. The concepts used by various school systems were studied, and it was decided that the five concepts used by the school system of Anne Arundel County in Maryland would best fit the needs of Lafayette Parish. These basic concepts are self, society, career, economics, and technology.

Development of lesson plans was begun in 1972. In writing lesson plans for the elementary grades, more emphasis was placed on the concepts of self, society, career, as it was felt that these were most pertinent at this grade level. In 1973, as the team began revision and refinement of the Curriculum Guide, the concepts of economics and technology received more emphasis, particularly in units developed for use in the secondary school.

SELF: Self-understanding is vital to career decision and work performance.

SOCIETY: Society reflects the creative force of work.

CAREER: Career Education prepares man for the world of work.

ECONOMICS: Man's livelihood depends upon the production, distribution, and consumption of goods and services.

TECHNOLOGY: Man and technology are continually interacting in his work.

SELF

CONCEPT: Self-understanding is vital to career decision and work performances.

SUBCONCEPTS:

1. An awareness of oneself as a distinct person of worth is important in identifying individual interests, abilities and aspirations.
2. Each individual has a contribution to make in the world of work.
3. A positive concept of self enables a person to enter into and function in the working world.
4. Value judgments influence vocational choice.
5. A person's work may contribute to a positive concept of self.
6. There are identifiable attitudes and behaviors which enable one to obtain and hold a job.
7. Mental health is a factor in a successful, satisfying life.
8. An individual may be suited for many different occupations.
9. The individual's perception of his environment affects his attitudes towards work.
10. People work for various rewards or satisfactions.
11. The individual's perception of people affects his ability to work cooperatively.

SOCIETY

CONCEPT: Society reflects the creative force of work.

SUBCONCEPTS:

1. The ability to get along with people is an important part of job success.
2. Society is dependent on the work of many people.
3. Society provides rewards for work.
4. A person's work may be directly beneficial to others.
5. The customs, traditions and attitudes of society affect the world of work.
6. Everyone has an important place in society.
7. Society enacts laws to protect the individual as a producer and consumer of goods and services.
8. Societal needs determine vocational opportunity.

CAREER

CONCEPT: Career education prepares man for the world of work.

SUBCONCEPTS:

1. Hobbies and interests may lead to a vocation.
2. Basic education enhances job performance.
3. All work is important.
4. There is a specific knowledge essential for each career area.
5. People do many kinds of work.
6. Some jobs are needed everywhere, but some are found only in certain places.
7. Any occupational field might encompass many different kinds of work.
8. As man's knowledge increases, new types of workers are needed; or present workers must be retained.
9. Career choice is a developmental process.
10. A person may have many careers.

ECONOMICS

CONCEPT: Man's livelihood depends upon the production, distribution and consumption of goods and services.

SUBCONCEPTS:

1. Man's work contributes to a nation's wealth and productivity.
2. The economic system structures inventives for man to work.
3. Our economic system influences work opportunity.
4. Understanding economics helps man to function effectively and make choices and decisions consistent with his needs and resources.
5. Man's work affects his standard of living.
6. Economic fluctuations influence occupational choice and opportunity.
7. Geographical settings affect work.

TECHNOLOGY

CONCEPT: Man and technology are continually interacting in his work.

SUBCONCEPTS:

1. Through technology man uses his creative ability and resources in a work setting.
2. Man uses technology to satisfy his needs and to achieve his desires.
3. Technological developments cause a continual change in the emergence and disappearance of jobs.
4. Technology has unlimited implications for man's work and leisure times.
5. Man must learn to use technology to his advantage.
6. Technological development has been one of slow change until recent times.

CAREER EDUCATION MATERIALS

Our Working World Series, SRA

This series provides a social studies program for the primary grades. The series is designed to provide the young student with a realistic understanding of his world by involving him in a variety of activities. The program develops important concepts in sociology, anthropology, history, economics, geography, and political science. Problem solving and decision making are stressed as skills needed to get along in our modern world.

Bowmar Early Childhood Series

Books, records, study print sets, and sound filmstrip sets, with Teachers Guides Materials for young children (K-2) that develop a positive attitude toward themselves, others, and their environment.

Bowmar Sing a Song of People

A multimedia program of song, language, and art for the social sciences (K-3). Through song, children learn of the diversity and oneness of mankind. Songbook, records, filmstrips, and minibook sets, flannel figures, and teacher's resource book.

King Features Syndicate
Featuring "Popeye The Sailor"
(Comics)

This "Popeye" series of comics is an informative set of highly communicative materials which incorporates the use of visual stimuli as well as the printed word in conveying to the reader the qualifications required for occupations in various fields. These materials are recommended for use at the upper elementary level and above.

Widening Occupational Roles Kit (WORK)

This kit is designed to give each student an opportunity to explore areas of career opportunity. It helps the student to expand his knowledge of the working world, related jobs, and his own abilities and interests. and to learn more about the education he will need for various occupations. This material is designed to be used with social studies, English, and reading curricula; group guidance; school libraries and guidance departments. (For grades 6-9).

Career Information Kit (CIK)

The Career Information Kit is a complete vocational library in one package which can be rolled from one classroom to another in two-drawer metal file on wheels.

This library of the best available occupational materials furnishes comprehensive information on jobs employing over 90 percent of the labor force today. It contains approximately 600 pieces of current literature for both counselor and student in areas of educational, career, personality, and employment guidance and counseling. The index is cross-referenced to the Dewey Decimal System, directing the student to further reading.

Occupational Exploration Kit (OEK)

The Occupational Exploration kit is a systematic, personalized approach to job investigation using the unique Occuscan coding device and the Student Record Book. Four hundred illustrated 4-page briefs provide a thorough, up-to-date description of individual jobs, including qualifications and training, earnings, and outlook, plus selected references. Seventeen 48-page Job Family Booklets provide additional information, relating jobs by interests and skill. Six new Guidance Series Booklets cover the world of work; careers and college; personality and interests as related to career choice; school subjects and college as related to careers; part-time jobs; and job hunting.

Encyclopedia of Careers and Vocational Guidance

This book is designed for use by junior and senior high school students and by counselors to provide general and specific career information. For each job title, this information is provided: definition, history, nature of work, requirements, opportunities, methods of entering, advancement, employment outlook, earnings, conditions of work, and social and psychological conditions.

Dictionary of Occupational Titles

This dictionary is a two-volume set, revised periodically and put out by the United States Department of Labor. It has annual supplements.

It provides descriptive information concerning most jobs in the American economy. Occupations are classified according to their relationships, a classification useful at the high-school level for counselors and for adult education.

Occupational Outlook Handbook

This handbook is published bi-annually by the United States Department of Labor. It contains job descriptions and employment outlook information for white-collar, blue-collar, and service occupations and is designed as a basic reference source for vocational counselors, as well as individuals.

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GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ARTS AND SCIENCE

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each individual will experience tasting different foods and classify them as to sweet, sour or salty. Students will give an example of a worker who must use the sense of taste.	Introduce the activity by saying: I have a tongue. Do you have a tongue? What do we do with our tongue? Read the poem about apples and lemons to stimulate thoughts about "taste." Blindfold individual students and let each taste: cracker or cookie fruit, sugar, salt, candy, pickle Ask pupils to identify taste. Discuss vocabulary to describe it - How does it taste? How do you know? Make "taste" box with items that have been tasted. Start a discussion by asking "Who do you think has to taste things in his job?"

RESOURCES	EVALUATION
Box Items for tasting: crackers sugar - salt fruit pickle, etc. Poem: Low on a branch of a tall, tall tree, I saw two apples looking at me. I shook the branch as hard as I could. Down came the apples m-m-m, they were good. I'm glad we have that tree. Apples taste so good to me. Way up high in a tall, tall tree, I saw two lemons looking at me. Lemons are pretty, but not very good. I would't pick them if I could. Still I'm glad for the lemon tree, When Mother makes lemonade for me.	To evaluate the students' ability to distinguish among the different tastes of foods; blindfold individuals and ask them to identify items. Ask student to name one worker who needs the sense of taste on his job.

GRADE: KINDERGARTEN
SUBJECT AREA: LANGUAGE ARTS AND SCIENCE

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will experience smelling different odors and identify them. Individuals will name one worker who must use the sense of smell.	Introduce lesson by saying: I have a nose. Do you have a nose? What do you do with your nose? Let children smell items in plastic pill bottles or baby food jars such as: vanilla or almond extract, fruit, cloves, onion, garlic, cinnamon, nutmeg, vinegar, cologne or perfume, water, strong detergent. Hold the container as each child smells. Harmful liquids should not be accessable to the children. Suggested identification could be: It smells fragrant. It smells spicy. It smells odorless. It smells strong or pungent. Label the box "smell" and children can bring items from home to put in it. The box could be left our for individual sensory experiences during the day. Stress complete sentences from the children. After each child's reply - "It smells spicy, etc.," ask "How do you know?" "I can smell it with my nose," should be the response. Discuss how the sense of smell helps us to perform different tasks.

RESOURCES	EVALUATION
About Four Seasons and Five Senses, Melmont, 1960, Ruth S. Redlauer. Box Containers with different odors: perfume, spices, vanilla extract, mustard, water, etc.	Have each child identify correctly, two different odors. Have each child name a worker who must use the sense of smell on his job.

GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ARTS AND MUSIC

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will listen and identify different types of sounds. Individuals will name one worker who must use his sense of sound.	Introduce lesson by saying: I have two ears. Do you have two ears? What do we do with our ears? Have the class close their eyes and listen to find out what they hear. Discuss sounds as to whether they are far or near, people or animal, etc. Let children close eyes. Choose one child to make a certain sound (walk, whistle, sneeze, cry, etc.) The one who identifies the sound is "It." Stress the use of complete sentences by the pupils. Use different musical instruments and discuss different sounds. Read the poem suggested under "Resources," and then "loud" or "soft" and "high" and "low" tones can be discussed. Let individuals imitate animal sounds, people sounds, machinery sounds. Discuss happy and sad sounds. What do you like to hear at night? Why? What sounds do you dislike at night? Why? Drop objects and classify as to whether they are loud or soft.

RESOURCES	EVALUATION
Musical instruments.	Have each child identify two sounds.
Poem: Listen! Autumn leaves are falling down. Orange, green, red and brown. Listen and you'll hear them say. (whisper) "Wintertime is on its way" Winter's gone, but not the tree And on it are some buds for me. Listen closely and you'll hear (whisper) "Spring is near Spring is near!" (whisper underlined sentences)	Have each child name one worker who must hear sounds in his job.
Indoor Noisey Book, Margaret W. Brown, Harper and Row.	

GRADE: KINDERGARTEN SUBJECT AREA: LANGUAGE ARTS AND SCIENCE

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Individuals will experience feeling different objects and classify the textures. Pupils will give one example of a worker who uses the sense of touch.	Introduce lesson by saying: I have two hands. Do you have two hands? What do you do with your hands? Let each child feel items of different textures. Ask "How does it feel?" He should reply in a complete sentence: It feels smooth. It feels hard. It feels soft. It feels scratchy. It feels silky. It feels damp. It feels wet. "How do you know?" "I can feel it with my hands." Have a box labeled "touch" and let children bring articles to be identified by touching. Play "Who can find?" with objects in the room. Who can find something "silky," "smooth," etc.? Discuss how workers use this sense in their jobs. See page 46.

RESOURCES	EVALUATION
Finger Plays:	Have each individual correctly identify two different textures.
My Hands My hands are such good helpers In everything I do From washing face and combing hair To lacing up my shoes. I throw a ball and catch a ball. And clap my hands this way, I use my hands so very much When I'm at work or play.	Have each individual name one worker who needs the sense of touch in his job.
Ten Little Fingers I have ten little fingers And they all belong to me. I can make them to things Would you like to see? I can shut them up tight Or open them wide I can put them together, Or make them all hide. I can make them go high I can make them go low I can fold them up quietly And hold them just so.	
Song to tune of "Little Brown Jug" Touch your shoulders Then your knees Arms straight out Then drop them please. Touch your ankles Then your nose Pull your ears and Touch your toes. Put your hands behind your back. Front again then fingers snap, Reach up high as can be While you're there Clap 1, 2, 3-	
Items of different texture: sand paper, scraps of cloth, rocks, cotton, paper, etc.	

GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ARTS AND SCIENCE

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will identify things he can do because he can see. Individuals will name one worker who must see to do his job.	Introduce the lesson by saying: I have two eyes. Do you have two eyes? What can you do with your eyes? Hold up familiar objects: a crayon pencil circles of different colors, etc. Ask: What is this? How do you know? What color is this? Have a box labeled "sight", and let children bring small items from home for identification. Have each child's name on a paper doll on the bulletin board. Let the children find themselves by name recognition. Have red, blue and yellow houses on flannel board, and let individuals "find the red house," etc. Play "Who is He or She?" Let children describe classmates. My friend is a boy. He has brown hair. He has on a red shirt. Who is he? Discuss how we use sight to help us in everything we do.

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RESOURCES	EVALUATION
Red, blue and yellow circles and houses. Large box. Paper dolls to represent children.	Have each child identify the colors-red, blue and yellow. Have each child identify his own name. Have each child identify three classmates. Each child will name a worker who must see to do his work.

GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ARTS, ART, AND SOCIAL LIVING

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES A PERSON TO ENTER INTO AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will notice ways in which he is alike or different from his peers.	Display a collection of pictures. Ask the children to discuss ways in which individuals are alike or different. If possible, get pictures of children from other countries, also. Compare pupils height, size, hair and eye color, complexion and etc. Have pupils draw and paint pictures of themselves and label them. Discuss likenesses and differences. Have the pupil role play an activity that he does well and tell why he likes it. Have the pupil select a game or sports activity he enjoys and does well. Assign him as group leader for this activity at recess. Let pupils cut out pictures of children from old magazines and books of activities they enjoy. Make a long mural and assign a space to each child. Write name of each individual in respective frames. Children will paste their self-portraits (see activity above) on the mural. Perform this "exercise" song (sung to tune of "Little Brown Jug"). Touch your shoulders Then your knees Arms straight out Then drop them please. Touch your ankles Then your nose Pull your ears, and Touch your toes. Put your hands behind your back, Front again then fingers snap Reach up high as can be While you're there clap 1,2,3, -

RESOURCES	EVALUATION
Poems: "Your Shadow" "I Like to Dress Myself" "This Is The Way" Follow The Leader, David C. Cook Publishing Company, 1960.	Construct a TV from solid cardboard box. Place cut-out pictures on freezer paper. Let children take turns turning frames and discuss likenesses and differences.
Poems: "I'm A Turtle" "I'm Glad" "Can You Do This" Rhythmic Activities, David C. Cook Publishing Company, 1966.	Teacher may also use pictures from activity one and follow same procedure. Have pupils identify classmates from self-portraits.
Paint Paper Pencil Scissors Glue	

GRADE: KINDERGARTEN SUBJECT AREA: LANGUAGE ARTS, PHYSICAL EDUCATION, AND ART

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify work done by family members at home.	Place pictures around the room of children engaged in different activities. Let each child select one he likes to do and tell the class why he likes this activity. Discuss how each member of a family helps each other by working in the home. An example is "What does Mother do at home?" Pantomine the work each member of the family does. Let children guess who. Make a mural depicting members of a family at work. Have two groups: Group I will sit; and Group II will sing "Here we go Round the Mulberry Bush." One child at seat guesses job. If he is correct, pupils exchange places. Show pictures of different family activities. Discuss likenesses and differences in the families. a. Their activities b. Their home c. Their clothing d. Their family size e. Their furniture f. Their customs g. Their work h. Their religion i. Their schools j. Their food k. Their transportation, etc. Have children ask family members: a. What job do you like most at home? b. What job do you like least? The next day, let children give their report to class. Ask why each job needs to be done

RESOURCES	EVALUATION
Pictures	Let individuals tell one job that a certain member of his family does. Ask the class why this job is important.
Tempera paint - yellow, blue, red Brush	
The Little House, Virginia Burton, Houghton	
A House for Everyone, Betty Miles, Knopf.	
Pictures of different family activities, a flannel board and five family members.	
"Our Family"	
Five in our family, sitting by door, Father goes to work and then there were four, Four in our family, happy as can be, Mother goes to wash some clothes, then there were three. Three in our family, what can we do? Brother goes with Father, then there are two. Two in our family, sitting in the sun. Sister goes to school, then there is one. One is our family, nothing can be done, Baby goes to take a nap, then there are none.	
Poems: "In a Helping Way, Helping Day," Follow the Leader, David C. Covak Pub. Co. 1960.	
Helping Rhythmic Activities, David C. Covak Pub. Co. 1966.	

GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ARTS PHYSICAL EDUCATION, AND ART

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify work done by family members at home. (Continued)	Let children draw a picture of his home. Display and label Johnny's home. Discuss the rooms in a home and what one does there. Also, discuss what furniture is needed in each room. Use a flannel board and pictures of five family members. Say poem, "Our Family," and remove a member each time. Repeat it and let individuals remove proper person. Let the children role play the members as an alternative.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
Hagen, Patrick *Swiss Family Duck*, Western Publishing Co., Inc .	
The Three Bears, Western Publishing Company.	
Cinderella, Western Publishing Company, Inc.	

GRADE: KINDERGARTEN

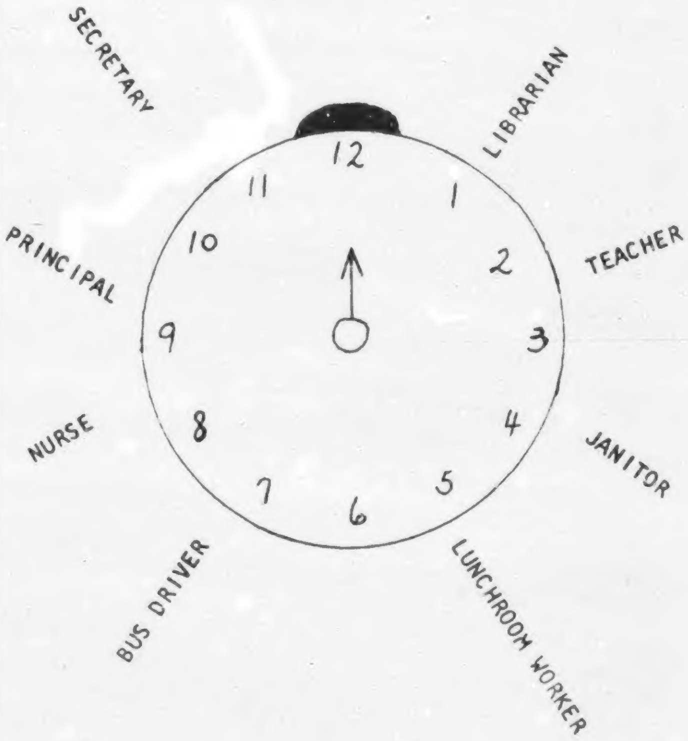
SUBJECT AREA: SOCIAL STUDIES, ART, LANGUAGE ARTS

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will identify his role at school and that of the other personnel.	The children will tour the school, visiting the rooms such as library, principal's office, cafeteria, and classrooms. Children will draw or cut out pictures from books or magazines on school workers and paste on a large sheet. (Title: "School Helpers") The children will use paperdolls and role play activities of each school worker. Bus driver may be asked to visit class and discuss the importance of rules on the bus. The class will view a filmstrip or read stories about school helpers. The class will discuss school rules. Children will bring a picture from home about what we do at school. Mount pictures on poster and discuss activities. The pupils will discuss "What Makes a Cafeteria Friend?" Let children draw or paint picture about their friends. The class may invite the cafeteria manager to talk about cafeteria rules.

RESOURCES	EVALUATION
Pictures of school helpers Paint or crayons Pencil, paper Book: My Daddy is Visiting Our School Today, M.B. Brown Filmstrip: "Manners at School"	GAME: Children will dial a picture of a school helper, and tell what job each one does. Place pictures on clock.


SECRETARY
LIBRARIAN
PRINCIPAL
TEACHER
NURSE
JANITOR
BUS DRIVER
LUNCHROOM WORKER
12
1
2
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9
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11

GRADE: KINDERGARTEN

SUBJECT AREA: LANGUAGE ART, READING, SOCIAL STUDIES, ART, MUSIC, PHYSICAL EDUCATION, MATH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify work done by people at home, school, and community.	Have student draw pictures of work done by family members.
	Have pupils discuss work they enjoy doing at home and at school.
	Role play work done at home, school or community through the song "Here We Go Round the Mulberry Bush."
	Game: Place pictures of helper at home, school or community on play fish. Students fish and discuss job of helper appearing on his fish and tell how this helper aids him. Or same pictures may be used on apples from imaginary tree drawn on chalkboard. Discuss job of helper appearing on apple.
	Read books of the Community Helpers series.
	Plan field trips to Post Office, Bakery, Dairy Farm at U.S.L. or other places in the community. Let pupils draw pictures of tour and discuss.
	"Lids for Kids" project: Arrange for a collection of hats or headgear representative of a number of workers. After receiving information about various jobs, each student will role play a particular job symbolized by one of the hats.
	Play the game, "Climb the Ladder." Draw ladder on board. Place pictures of workers on back of cards. Tack cards backwards on ladder. Let child climb and stop at count of "2." He turns card over and names two things that worker does on the job.
	Play the game, "Follow the trail and find out": Place pictures of workers on back of children's footprints. Scatter prints on floor. At the signal "STOP," a child turns over the footprint he is standing on and must tell one thing the worker does.

RESOURCES

Magazines, paper, pencil, crayons or paint, paint brushes.

Resource Persons

Books: Community Helpers Series:
Children's Press
Green, Carla

I Want to Be a Postman
I Want to Be a Zoo Keeper
I Want to Be a Fisherman
I Want to Be a Baker
I Want to Be a Dairy Farmer
I Want to Be a Fireman
I Want to Be a Doctor
I Want to Be a Nurse
I Want to Be a Policeman
I Want to Be a Mechanic
I Want to Be a Store Keeper
I Want to Be a Baseball Player
I Want to Be a Basketball Player

Music:

"Mister Policeman," Making Music Your Own, 1964.

"Fire Down Below," Making Music Your Own, 1964.

"On the Farm," Making Music Your Own, 1964.

"The Postman," Making Music Your Own, 1964.

"Giddy-Up, Little Horses," Making Music Your Own, 1964.

EVALUATION

Place a statement describing the job of helpers at home, school, or community in a box which has been labeled "Our Helpers' Box." The student picks a slip, the teacher reads what appears on the slip, and someone is called to guess the helper associated with work.

For evaluation, use same activity by making up riddles for worker's role. Or place pictures of paper doll workers on chalkboard. Let one child pick a helper and call on someone to discuss the worker's role. If he guesses correctly, then he goes up.

GRADE: KINDERGARTEN SUBJECT AREA: SOCIAL STUDI

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will be able to compare the different types of farms with the teacher's help.	Take a field trip to a farm. Talk about how the farmer helps the city and the people. Bring out the idea that there are different types of farms - - rice, soybean, chicken, cattle, etc. Make a model of a farm. Construct buildings from milk cartons, and mold animals out of clay or carve from soap. For display, use children's toy farm equipment. Have a first grade class read the story - - "At The Farm" - - The Little White House to the children.

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RESOURCES	EVALUATION
U.S.L. farm or a farm in the surrounding community for the field trip. Children's toy farm equipment. The Little White House, Unit - - "At The Farm" - - pp. 87-118 and some first grade pupils to read the story.	Have the class make a model of a farm.

GRADE: KINDERGARTEN

SUBJECT AREA: SOCIAL STUDIES, ART, MUSIC, LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will be able to discuss various jobs on the farm.	Use pictures of and about the farm and discuss each one: 1. animals 2. equipment 3. buildings 4. work done on farm: a) care and feeding of animals b) planting and harvesting crops c) care of farm d) work of females on farm Talk about the farmer's jobs, and then let children role play one of them. Show filmstrips about the farm, and then let the children draw pictures about work on farm. See Appendix pages 47-51.

RESOURCES	EVALUATION
Bulletin board about the farm.	Carve animals from soap or mold some from clay.
Pictures of different farm activities, buildings, equipment, and animals.	Have a dramatization of a farmer's work.
Filmstrips on the farm. "The Farm" "Farm Animals and Pets" "Farm Animals"	Draw a mural of farm work.
Study Prints: Singer (SVE) Set SP-122 Dairy Helpers	
Records: "In The Barnyard" - - Making Music Your Own Grade One	

TOUCH

USE MIRROR

I'll touch my hair, my lips, my eyes
I'll sit up straight and then I'll rise;
I'll touch my ears, my nose, my chin,
Then quietly sit down again.

Song: "These Are My Hands"
Tune: "Farmer in the Dell"

These are my feet, etc.; This is my face, etc.,
This is my neck, etc.; These are my eyes, etc.,
These are my ears, etc.; These are my fingers, etc.

Song: Tune -"Lazy Mary"

My eyes, my ears, my nose, my mouth.
My eyes, my ears, my nose, my mouth.
My eyes, my ears, my nose, my mouth.
And we all turn around.

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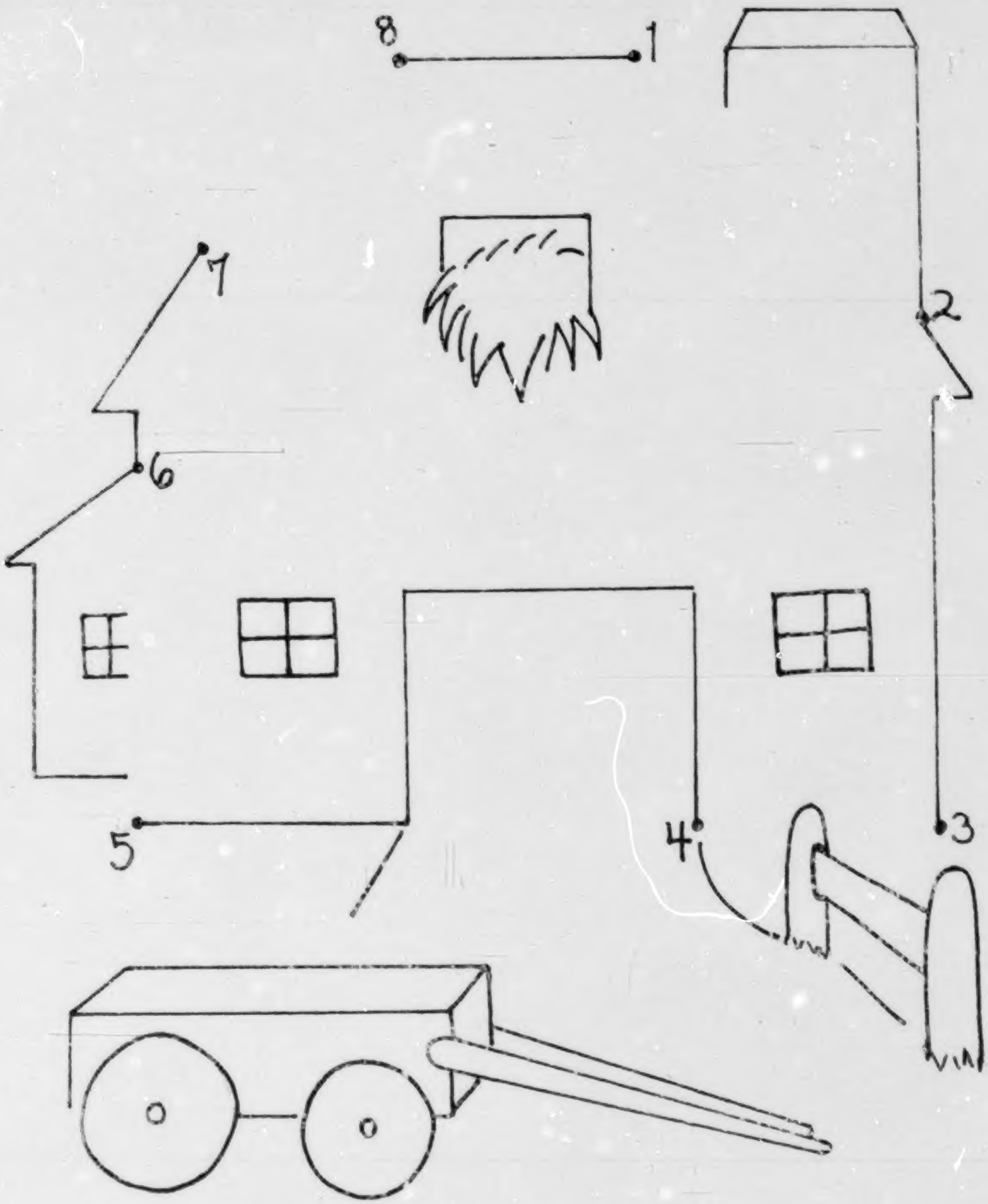

Connect the numbers for barn

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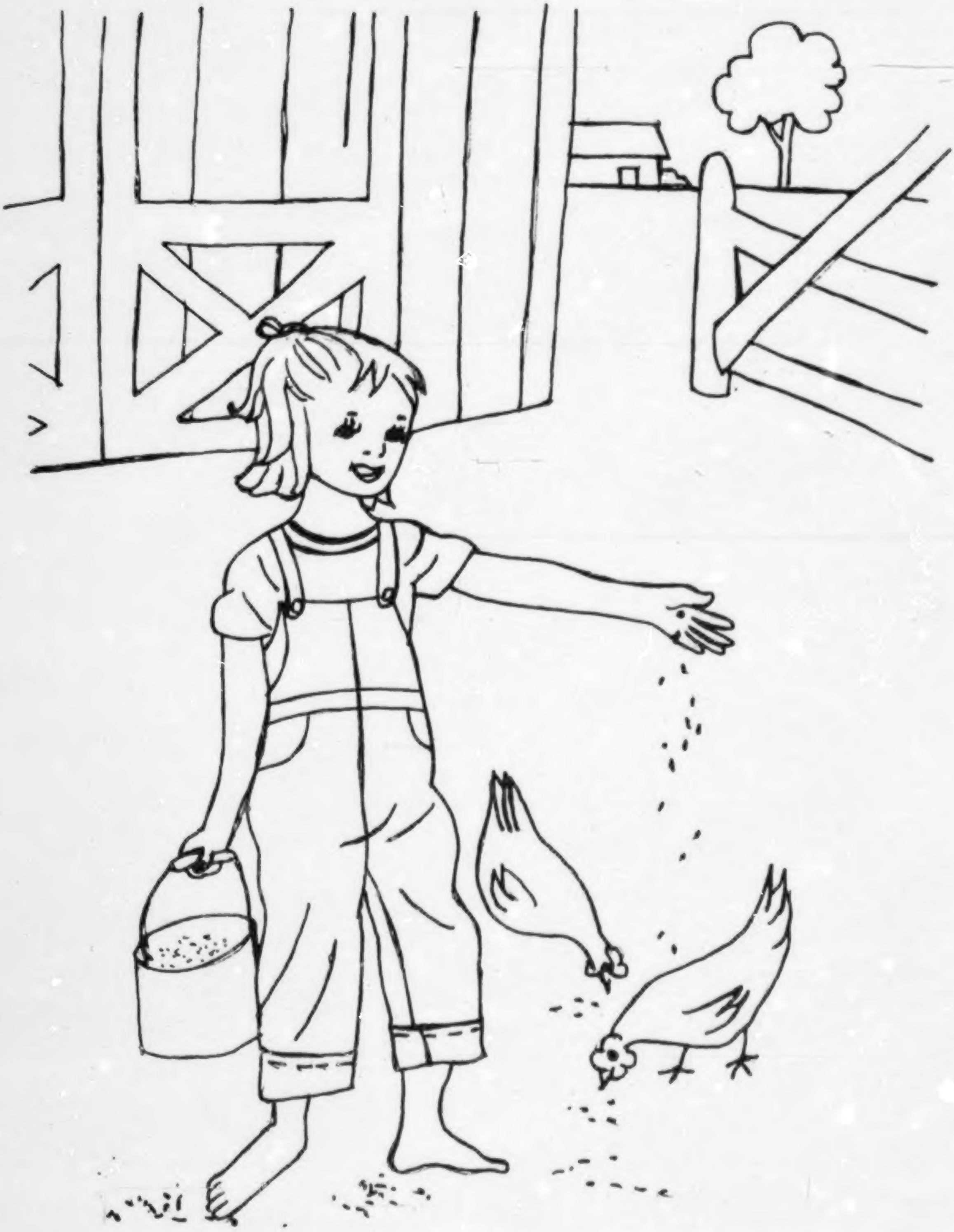

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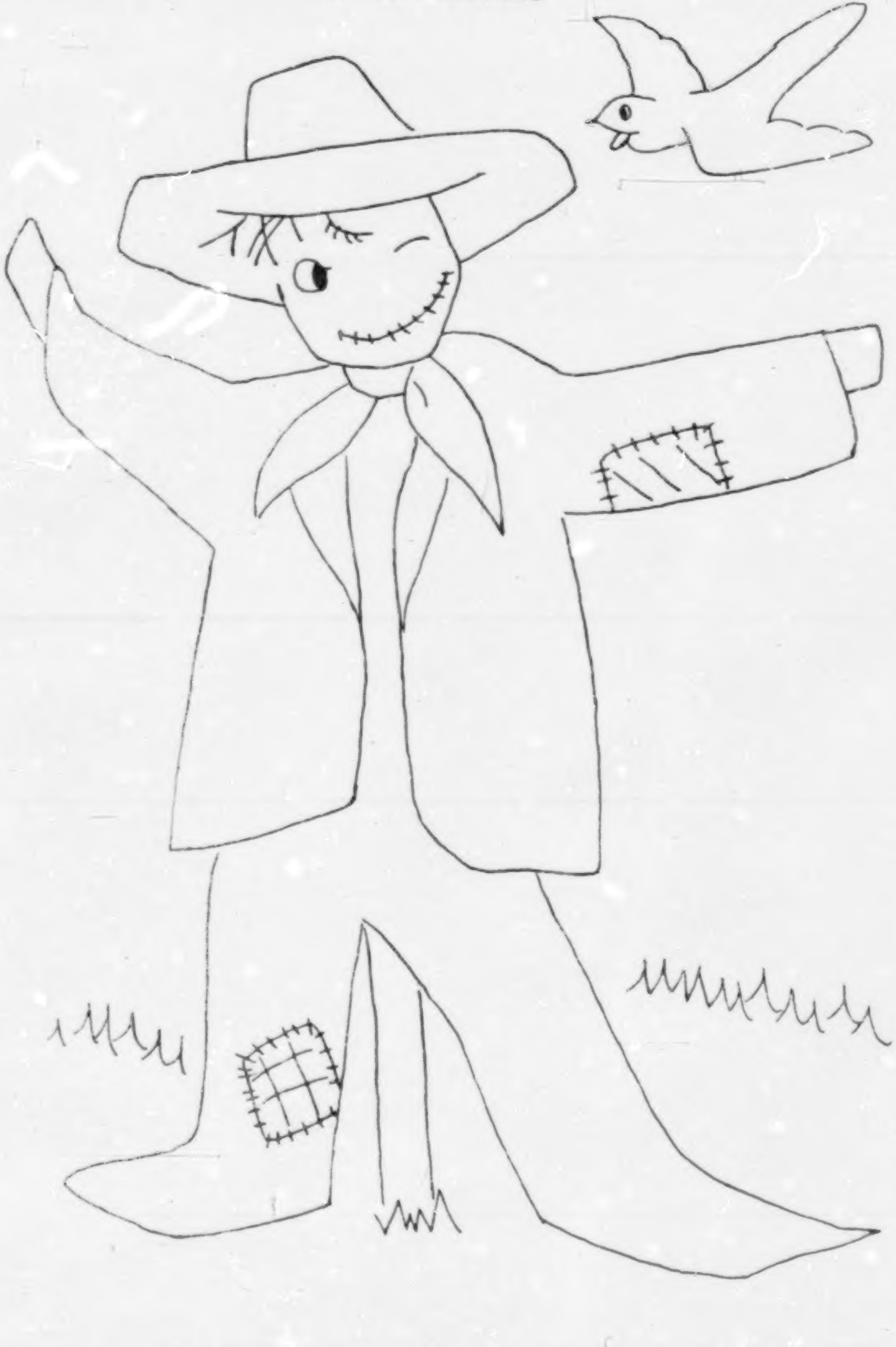

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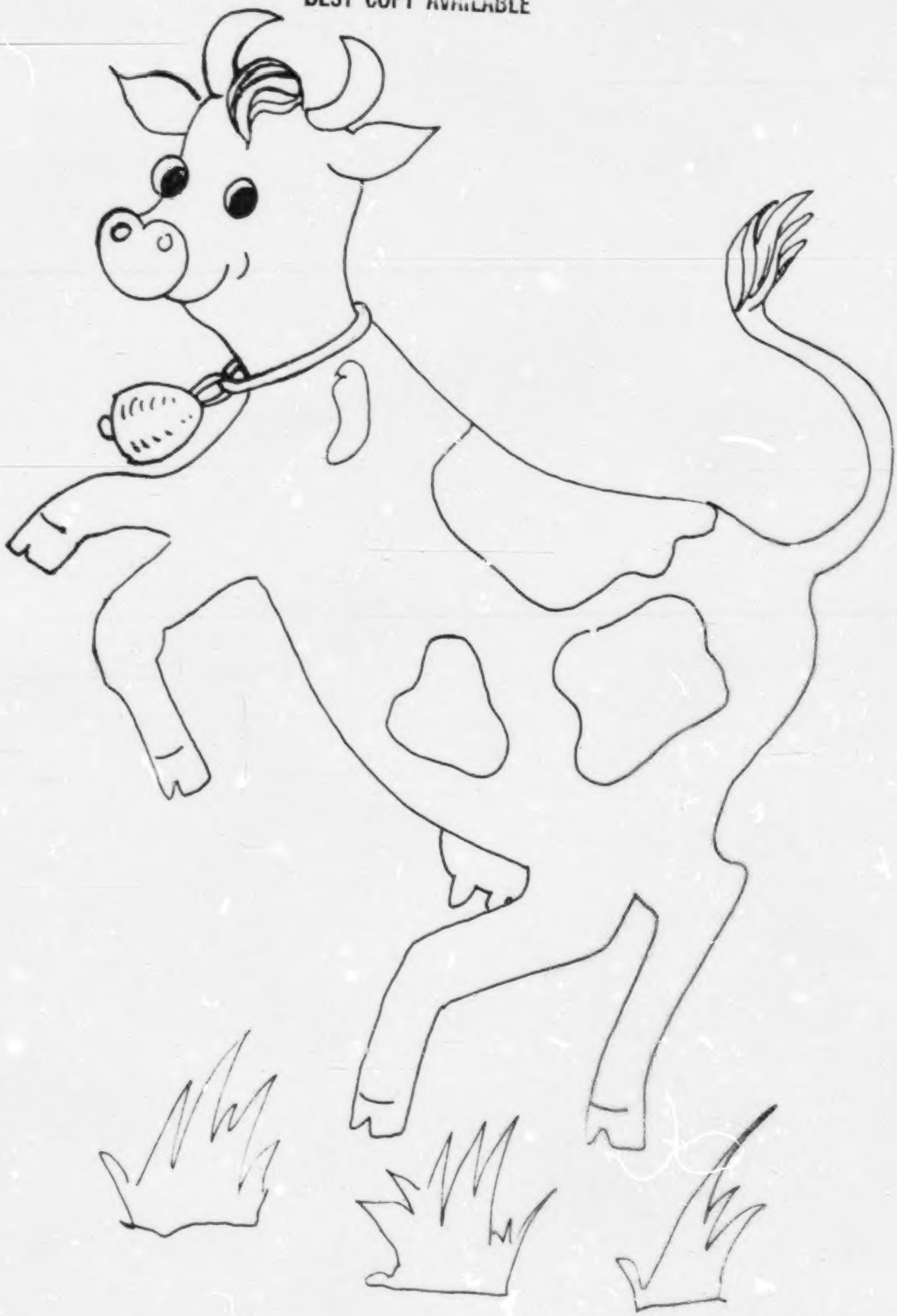

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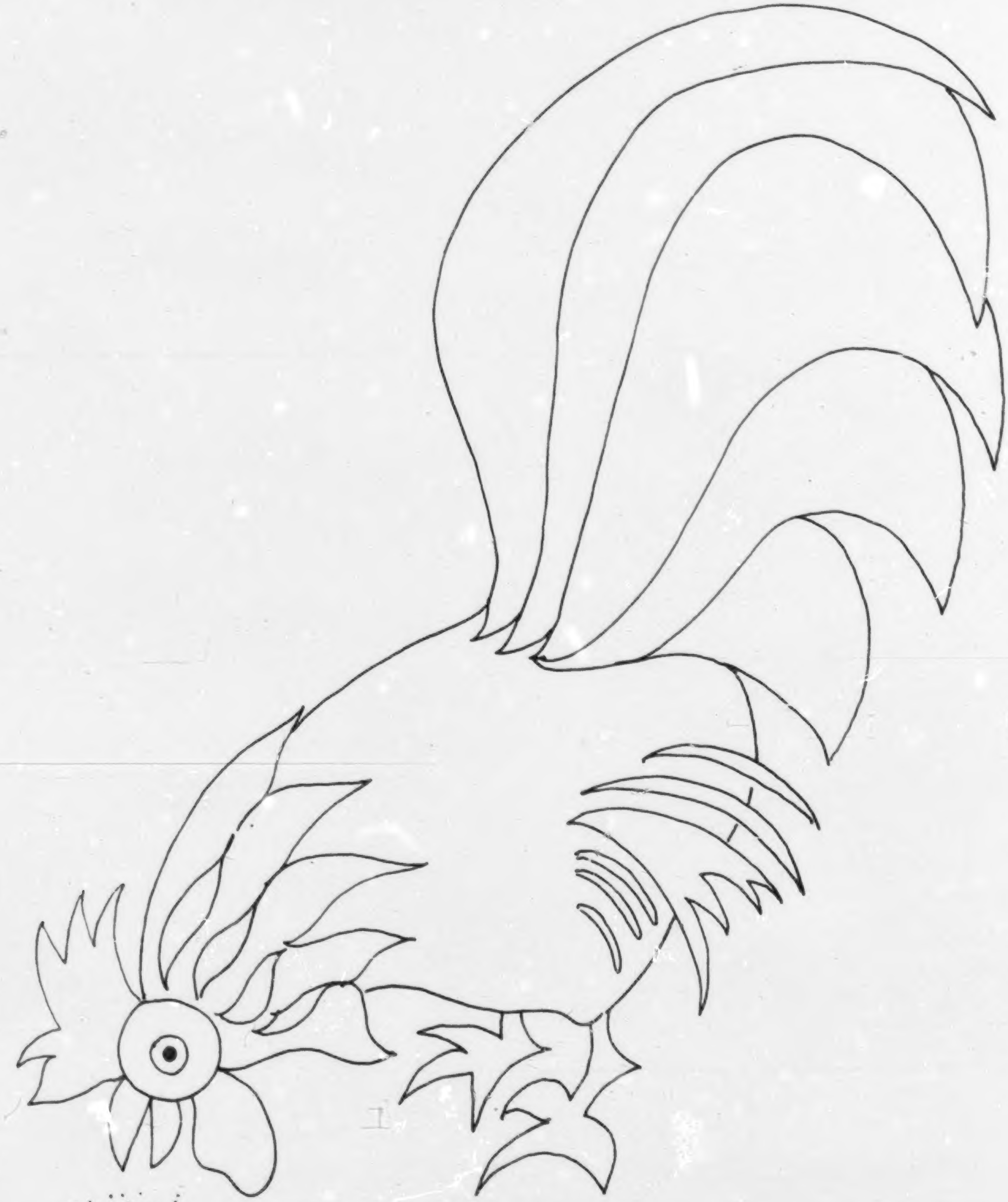

UNIT DEVELOPMENT PACKETS

KINDERGARTEN

"Pets and the Pet Shop" by Barbara Woods

"Let's Learn About the Bakery" by Frances Benoit

"The Dentist and Dental Assistant" by Frances Benoit

"Postal Workers" by Frances Benoit

"Milk and Milk Products" by Leverta Frank

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GRADE: ONE SUBJECT AREA: LANGUAGE ARTS, MUSIC, PHYSICAL EDUCATION

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will identify five things he can learn by seeing. Each individual will name three workers who must see to do their job.	Have a child identify a word, color, picture or a name. Then, blindfold a child and ask him to do the same thing. Help them to discover why this is not possible. Teach song to the tune of "Twinkle, Twinkle Little Star." I have two eyes, I can see In the mirror, I see me. I'll learn to dance and play a game. And learn to draw and write my name. I'll learn to read if I try All because I have two eyes. Show filmstrips, "Look Around You." Ask individuals: Do you have two eyes? Do you see with your eyes? What game are they playing? Can you see a red color? Can you learn to read? Can you write your name? Then ask: Why can you write, read, etc.? Read, "And To Think I Saw It On Mulberry Street." Play game: "Blind Man's Bluff." Discuss: "How do our eyes help us to work and to learn?"

RESOURCES	EVALUATION
Different colored circles.	Have each individual tell five things he has learned to do because he can see.
Word cards.	
Animal pictures.	Let children name three jobs that need sight.
Pencil and paper.	
A reading book.	
Science for Work and Play, D.C. Heath and Company, 1961, p. 76-85.	
Filmstrip: "Look Around You" (from Reading Lab)	

GRADE: ONE SUBJECT AREA: SCIENCE AND LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will classify odors in the areas of fragrant, spicy, pungent or odorless by smelling them. Each child will identify one worker who must use his sense of smell.	1. Have a set of clear plastic pill bottles with different substances for a "smelling" experiment. Fragrant: perfume, hair spray, flowers, vanilla, orange or almond extract. Spray: cinnamon, cloves, peppermint, nutmeg, etc. Pungent: ammonia, mustard, mothballs, detergents, etc. Odorless: chalk, rocks, cotton balls, key, pencil, etc. 2. Play "Sniff and Tell" with the teacher holding object and the children identifying the odor. A variation may be: Blindfold a child and the class asks: "Sniff and tell what you smell." The child classified the odor, and a second child puts it with the odor group designated. After all have been categorized, the class helps decide if he was correct. Read, Noses Are For Roses. Discuss how we need to smell to do certain tasks.

RESOURCES	EVALUATION
Plastic pill bottles with liquids or solids in all categories.	Use activity two - "Sniff and Tell" to evaluate knowledge of pupils.
Science for Work and Play, D. C. Heath and Company, 1961, p. 97-101.	Individuals will tell one worker who must use his sense of smell.
Noses Are For Roses, Phoebe Hoss, McGraw-Hill.	See Appendix page 84.

GRADE: ONE SUBJECT AREA: LANGUAGE ARTS AND SCIENCE

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will categorize different kinds of food as to sweet, sour or salty.	Use pictures of food, and have children name them and identify as to fruit or vegetable.
Individuals will identify the importance of the sense of taste.	Use pieces of candy, and ask the child to identify taste. "How does this taste to you?" "It tastes spicy." "How do you know?" "I can taste it with my tongue." Get the whole class involved by asking, "How does he know?" Use the same procedure with sweet, sour and salty. Foods may be: fruit, candy, crackers, potato chips, nuts. Show film, "The Wonderful World of Candy." Discuss it, and let children do some role playing concerning what they saw. Have class write experience chart on taste and smell. Make an experience chart with pictures and a story of people who use sense of taste.

RESOURCES	EVALUATION
Science for Work and Play, D. C. Heath, 1961, p. 94-96. Film: "The Wonderful World of Candy."	Blindfold one pupil and have him identify all three different tastes. Have each child bring or draw a picture depicting the sense of taste. See Appendix page 85.

GRADE: ONE SUBJECT AREA: LANGUAGE ARTS, SCIENCE AND MUSIC

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The individual will identify sounds and differentiate between human, animal and sounds of nature.	Have children listen and tell what sounds they hear and tell if they originate in or outside. Stress complete sentences.
Students will identify ways that sounds help some workers do their jobs.	Have children hide their eyes and choose a child to sneeze, cough, laugh, hum, etc. The one who identifies it in a good sentence is "It" next.
	Have children hide their eyes and drop a pin, a pencil or a book; crumple a paper, etc. Let them identify the object.
	Activity four may also be used for intensity: loud or soft near or far
	Play sound perception tape as class listens. Let individuals identify sounds of animals, home or nature.
	Play game "Who's Knocking at my Door?" Class closes their eyes. Class asks, "Who's Knocking at my Door?"
	Pupil produces a sound. One class member asks, "Is it a dog barking?" or "Is it a baby crying or a girl whistling?"
	If he is correct, he is "It."
	Given an experience of listening to the music of "Peter and the Wolf," the children will illustrate their perception of sounds heard.
	Read the "Indoor Noisey Book."
	Discuss, "Which workers use their ears the most?"

RESOURCES	EVALUATION
Objects to drop.	Use activity five with only selected parts of tape.
Cassette tape "Sound Perception."	
Tape recorder.	Have students draw a picture of a worker for class booklet, entitled, "They Need to Hear."
Science for Work and Play, D. C. Heath, 1961, p. 89-94.	
Record player and record, "Peter and the Wolf."	See Appendix page 86, 87, and 89.
Indoor Noisey Book, Margaret W. Brown, Harper and Row.	
Science for Work and Play, D. C. Heath and Company, 1961, p. 89-93.	
Making Music Your Own, Silver Burdett, 1964.	
Animal sounds.	
Filmstrips (Reading Lab) a) "These Are Sounds Around You" b) "Peter and the Wolf"	
Record.	
"Listening With Mr. Bunny Big Ears" (Reading Lab)	

GRADE: ONE   SUBJECT AREA: SCIENCE, LANGUAGE, HEALTH, MUSIC

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will experience the feel of different textures and identify them as smooth, rough, silky, scratchy, soft or hard.	Let each child feel a rough piece of wood, screen or sand paper. Ask, "Is this rough or smooth?" Do this with paper, materials, rocks, fur, etc. After each child has experienced the different textures, let him describe it in a good sentence. Ask him, "How do you know?" He should respond, "Because I can feel it with my hands." Make a box labeled "feel" so that a child can get only one hand in it. Put different objects in it each day and let a child identify them by touch. Read a story Find Out by Touching and discuss. Discuss "How touching helps us learn?"

RESOURCES	EVALUATION
Smooth and rough blocks of wood. Sand paper squares. Samples of silk and wool materials. Cotton balls. Rubber ball - golf ball. Large box. Science for Work and Play, D. C. Heath and Company, 1961, p. 86-88. Making Music Your Own, Silver Burdett, 1964. "Clap Your Hands."	Let each individual feel and identify the texture of three items. Have children tell one thing they can do because of the sense of touch. Have children do attached activity sheet on the five senses. See Appendix page 89.

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GRADE: ONE SUBJECT AREA: LANGUAGE ARTS, ART,
PHYSICAL EDUCATION

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will identify ways in which he is like other children.	Have child observe himself in a full length mirror and describe himself to the class. Have children color paper dolls to look like themselves. Use the paper dolls as puppets and have children hold conversations with classmates telling about themselves. Game: "Who are You?" Form groups into a circle and march around a mirror as music plays. When music stops, everyone looks at the child in front of the mirror. The teacher asks who is he (she)? The first child that answers, "He is Joey ." is the winner. Stress complete sentences. Riddles: Use a mirror with this activity: See riddle on page 91 "I Help You See." Give each a turn for telling about themselves. Use the self-portrait with this. After the children talk about themselqes, record a sentence under the self-portrait on freezer paper. I am Debbie. I am _____ years old. I have _____ hair. Portrait

RESOURCES	EVALUATION
Mirror.	Game - "Who is She or He?"
Mimeographed paper doll and different colors of yarn or crayons.	Have children describe a classmate and let the class guess who it is. The person who guesses is the next "It."
Record player and record.	
Moving Ahead, Helen Robinson, Scott, Foresman and Company, 1968, pp. 32-37; 38-39; 92-97.	See Appendix page 90 and 93.
Making Music Your Own, Silver Burdett, 1964.	
"Who Are You?" Western Publishing Company.	

GRADE: ONE

SUBJECT AREA: MATH, SOCIAL STUDIES, SCIENCE,
LANGUAGE ARTS, ART, MUSIC,
PHYSICAL EDUCATION

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will identify ways in which he is different from his peers.	Show students how to use scales and tape measures to record their measurements and then discuss differences. Have children make hand prints or footprints and discuss individual differences. Ask pupils to draw a picture of himself and have children discuss differences in individuals. Display pictures on the bulletin board under the title, "I'm Glad I'm Me." Using mirrors, ask a child about hair color, eyes color, height, size and sex. Stress complete sentences. Role play telephone conversations. Play game "Who Am I?" The class closes eyes. One person who is "It" goes to the back of the room and gives one clue to his identity. The class then asks: Are you short? What color are your eyes? Where do you live? What color is your dress (or pants) etc.?

RESOURCES	EVALUATION
Tape measure and scales.	Let children fill out work sheet about themselves and draw their own pictures.
Tempera paint.	
Paper.	
Crayons.	See Appendix page 94.
Pencil.	
Two toy telephones.	
Black and White, Ward Ritchie Press, 1956.	
Straight Hair, Curley Hair, Thomas Crowell, 1966.	
Red Man, White Man, African Chief, Children Books Medican, 1960.	
"Pretty Trappings" Making Music Your Own, Silver Burdett, 1964.	

GRADE: ONE

SUBJECT AREA: LANGUAGE ARTS, ART, PHYSICAL EDUCATION, MUSIC

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify and discuss reasons why some activities are more enjoyable and satisfying to him.	Have the pupil make a scrapbook with pictures of things that he likes to do now. (Cut out or draw). Discuss "When I Grow Up." In answer to, "What do you want to be and why?" the pupil will draw a picture of what he wants to be. A chart story dictated or written by a child can be made for each child's story and picture. Using different art media (pipe cleaners, clay), ask children to create an object that is important to him and tell the class why it is. Divide class into groups, and let each pupil choose an activity or game that he likes and does well and be the leader for that game. Make a picture entitled, "Happiness Is" showing his own feelings in some activity with crayons or tempera.

RESOURCES	EVALUATION
Rolling Along, Scott, Foresman and Company, 1967, p. 33-40.	Have children fill out check list, "All About Me."
Old magazines suitable for cutting.	See Appendix page 95 and 98.
Scissors	
Chart tablet (large)	
Pipe cleaners	
Modeling clay	
Tempera paint crayons	
Construction Paper	
Helen M. Robinson, Moving Ahead, Scott, Foresman, 1968, pp. 106-114.	
"My Shadow" Making Music Your Own, Silver Burdett, 1964.	

GRADE: ONE

SUBJECT AREA: SOCIAL LIVING, LANGUAGE ARTS, PHYSICAL EDUCATION, MUSIC, AND ART

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify jobs of family members.	Hold discussion between teacher and pupils on how important the home is in teaching good working habits. Ask pupils to draw a picture or tell a story about some job he was taught by his parents. He will point out some good working habits that he learned from it. Play a form of charades, enacting the occupation of each child's father. Let children guess what the child's father does. After an occupation has been guessed, discuss how he helps others. Have pupils depict the occupation of their mothers through puppets. The pupil will be encouraged to tell how the mother helps others. Play a game using the tune, "Here we go Round the Mulberry Bush," and role play occupation of parents. Read related stories. Record student's responses to questions: a. Why do people work? b. How does money, father or mother earn, help the family? View audio-visual material. Then participate in a field trip and talk with resource people. Ask pupils to present skits concerned with different ways people make a living.

RESOURCES	EVALUATION
Our Working World; Families at Work, Science Research Associates, p. 40. Tresselt, Alvin. A Day with Daddy, New York: Lothrop, Lee & Shepard, 1953. Clark, Ann Nolan. In My Mother's House, New York: Viking Press, 1941. Schlein, Miriam, Lazy Day, New York: Scott, 1955. Making Music Your Own, Silver Burdett, 1964. "Dame, Get Up and Bake Your Pies." Hoffman, Elaine and Heffle Finger. Family Helpers, Chicago: Children's Press, 1954. Marino, Dorothy. Where Are The Mothers? Philadelphia: Lippincott, 1959. Robinson, Helen M. Ready to Roll, Scott, Foresman & Co., 1967, pp. 5-17, 21-27, 43-60, 63-70, 71-76. Robinson, Helen M. Rolling Along, Scott, Foresman & Co., 1967, pp. 8-17, 42-52, 79-84. Poems: "In a Helping Way," "Helping Day," Follow the Leader, David C. Cook Pub. Co., 1960. Making Music Your Own, Silver Burdett, 1964. "Adam Had Seven Sons" and "The Pawpaw Patch." At Home, William Sheldon, Allyn, 1967.	Sample Survey: a. Parent's occupation at home and away. b. Friend's occupation c. Are your parents' and their frients' occupations similar? Yes______ No______ Make a booklet on "Work Activities of My Family" and discuss. From mimeograph sheet, let children discuss jobs of each family member. Children may also draw their own picture and portray family members at work. See Appendix page 95.

GRADE: ONE

SUBJECT AREA: SOCIAL LIVING, LANGUAGE ARTS, PHYSICAL EDUCATION, MUSIC, AND ART

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify jobs of family members. (Continued)	Have pupils choose a job in which they are interested, talk to someone in that area, and report results to the class. Using the text, Families and Their Needs, discuss likenesses and differences of the families and have pupil compare these to his own. Ask pupils to interview their family members and report to class the jobs they do at home. See Appendix page 96 and 99.

RESOURCES	EVALUATION
Filmstrips: "Good Manners Series" "Men Who Come to Your House" "Building a House"	

GRADE: ONE SUBJECT AREA: SOCIAL LIVING, LANGUAGE ARTS, MUSIC

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each individual will identify himself and others, noting the duties, responsibilities and importance to the school.	Introduce lesson by asking: Where are you now? What is the name of your school? Teacher? Room Number? Why are you here? Discuss why children come to school and the importance of learning. Make a plan of the room and have little squares of paper with each child's name on it. Let them put it in the proper place on the map. Brighter children may be called on first. Help may be given by saying, "Who sits in front or back of you? Who is first on your row?" Take a tour of school and ask each worker to tell some of his responsibilities. Have the children compose a story on the board about each worker. Let them copy and illustrate it for a booklet. Bring a camera and take a picture of the workers or use children's pictures for a chart book about, "Our School." Make a chart of school rules and discuss their importance. Let children paint or color a picture of what they like best at school. Frame and use for bulletin board or display. Have a bus driver, nurse, and cafeteria worker visit the class and tell about their job. Let children depict activities of different workers by role-playing. Sing, "School Days." Sing to tune of "Little Brown Jug" Here we are, on our way, To (name of school), to learn today Ha, ha, ha, you and me, We will learn to listen, or write read etc.

RESOURCES	EVALUATION
Filmstrips: "Manners at School" "Good Manners Series" "School Workers" "School Means New Ways and Habits"	Invite another class, and let children tell about and show their booklets on school workers. Have them do their role-playing, and let the other class guess who the worker is. Have class do evaluation work sheet. See Appendix page 98 and 100.

GRADE: ONE SUBJECT AREA: LANGUAGE ARTS, SOCIAL STUDIES, ART, AND MUSIC

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will compare and contrast the work and play in the school, home, and community.	Have pupils listen to stories and poems pertaining to community helpers. Guide children in arranging an attractive display using books and pictures about helpers and their jobs for class discussion. Invite parents to visit the classroom and describe his work in the community. Guide pupils to make up stories about the workers in the community. Write the story on the chalkboard, and let the children use it for their writing lessons. Have the children relate personal experiences about any helper and tell how they helped. Take children on a field trip to post office and observe different jobs. Assign pupils to draw pictures of different jobs and explain. Have individual helpers visit classroom and talk about his job in the community. Dramatize worker roles of helpers. Have children make illustrations of work and play activities in the school, home, and community. Following a discussion of work activities in the home, school, or community, ask the pupils to write a short poem about work and one about play. The student will construct four language arts trees (writing, reading, listening, speaking) and decorate trees with names of workers in home, school, and community who use these skills.

RESOURCES

Books, pictures, records, paper, colors, and pencil.

Greene, Carla. I Want to Be a Milkman. Children's Press, Inc. Chicago, 1950.

Children's experiences with the different resource people.

Robinson, Helen M. Rolling Along, Scotts, Foresman and Company, 1967, pp. 7-17, 23-29, 72-78.

Robinson, Helen M. Ready to Roll, Scotts, Foresman and Company, 1967, pp. 89-95.

Looking into Science. American Book Co., 1965, pp. 73-85.

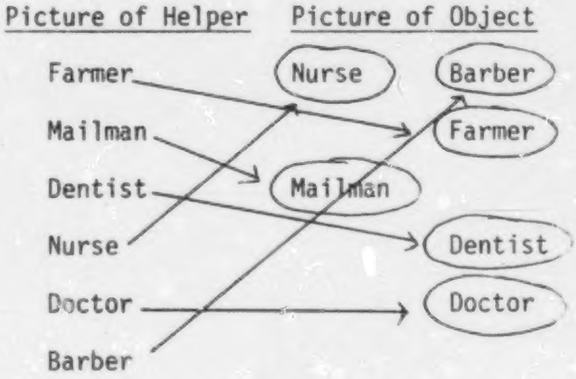
Making Music Your Own. Silver Burdett, 1964.
"Muffin Man"
"New River Train"
"Train Is a Coming"
"Dot, Peas, Beans"
"Bling, Blang"

Filmstrips
"Community and Helpers, Group I"

"Let's Visit the Dentist"
"The Story of Milk"
"The Story of Bread"
"The Story of Fruits and Vegetables"
"The Story of Meat"
"Farmer and City-Men Need Each Other"

EVALUATION

Have pupils match picture of community helper and job he is associated with by drawing line from helper to picture.


Picture of Helper
Picture of Object
Farmer
Mailman
Dentist
Nurse
Doctor
Barber
Nurse
Barber
Farmer
Mailman
Dentist
Doctor

See Appendix page 105 and 106.

GRADE: ONE

SUBJECT AREA: LANGUAGE ARTS, SOCIAL LIVING, ART

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will explore his hobby or interest and find one occupation that it could lead to.	1. Use this introduction for discussion: What do you like to do most? What job is fun for you? What is interesting to you? Why? What is a hobby? 2. Have the children find pictures of their hobby or interest or draw one. Display on a bulletin board. Our Hobbies. 3. Discuss: What do you want to be when you grow up? What kinds of activities does this worker do? What does he need to know? List worker and activities on a chart tablet for reference. 4. Let the class select one occupation that they would like to know more about. Have a community resource person visit the class. 5. Arrange field trip if possible. 6. Have children bring in collections and examples of hobbies for show and tell. 7. Read books and stories related to hobbies. 8. Show films or filmstrips on different occupations.

RESOURCES

Work Around the World, Kathryn Jackson and Fred Backer, Silver Burdett.

My Father Can Fix Anything, Mabel Watts, Golden Press

I Want to Be -- Series, Carla Green, Children's Press, 1961.

Filmstrip:
"Community Helpers"
Series Set #2 McGraw-Hill

EVALUATION

1. Let children make a booklet, I Want to be a ______________. including pictures, stories, and drawings of different activities of this occupation.

2. Have a check list for booklet; Things I like to do:

____

____

____

Things I can do:

____

____

____

Things I did learn:

____

____

____

Things I need to learn:

____

____

____

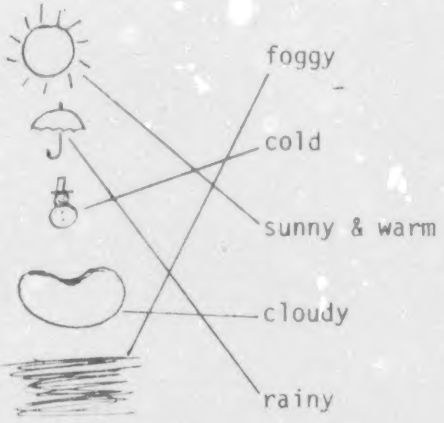
See Appendix pages 107-120.

GRADE: ONE SUBJECT AREA: SCIENCE, READING, ART

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will identify and name three different kinds of weather from pictures.	Discuss different types of weather with use of pictures in Science for Work and Play.
Children will name three places a weatherman may be found or three instruments he uses.	Have children collect pictures from magazines of different kinds of weather for chart stories.
	Listen to a radio weather forecast in class, and discuss how this will affect different kinds of occupations.
	Have children watch TV weather show to find out conditions for the next day.
	Show filmstrips on weather.
	Discuss how a thermometer works and do experiments with ice cold water and warm water. Looking into Science page 91-95.
	Keep a daily temperature chart for a week taken at the same time each time each day.
	Have a weatherman visit class and explain his job.
	Draw and paint or color pictures of different kinds of weather for bulletin board.
	Make temperature and weather charts, radar screen, etc., and let children role play the job of a weatherman for a telecast.
	Discuss and list the various places a weatherman may work.
	Have children read in Rolling Along: "Coats for Katie and Carmen" (page 23); the poems "Storm" (page 30); and "Rain" (page 31). A second grade child may visit the class and read if the children are unable to read it.
	Read, discuss and do experiments in Science for Work and Play, pages 14-29.

RESOURCES	EVALUATION
Books: Science for Work and Play, D. C. Heath and Company, 1961. Looking into Science, American Book Company, 1965. Filmstrips: "Water in the Air" "Nothing But Air" "What Is Air" "Seasons and Weather" Records: "The Snow Queen" "Hans Cristian Anderson's Fairy Tales" "Spoken Arts" "Winnie the Pooh" "The Blustery Day" "Disneyland Record Book"	Ditto Sheet Match picture to correct word by drawing lines. 
Books: Rolling Along, Scott, Foresman, and Company, 1967, pages 23-33. Filmstrip: "What Will the Weather Be?"	See Appendix pages 121-123.

GRADE: ONE

SUBJECT AREA: LANGUAGE ARTS, ART, SOCIAL LIVING

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION--Toys

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Given three toys, the child will relate each one to an occupation.	Discuss favorite toys of individuals and the occupations that they would be used in.
Given a list, the child will identify three occupations found in a toy factory.	Let children bring toys to class and show their work.
	Have children collect pictures of toys and make an experience chart, "Toys That Can Help." Write sentences showing how they will be used in adult life.
	Read book Come Work With Us in a Toy Factory. Discuss different occupations used there such as: designer, model maker, accountant, manager, machinist, painter, etc.
	Make vocabulary chart.
	Draw and paint or color toy pictures for a mural.
	Visit a toy store or toy department of a store.
	Make toys with spools, pipe cleaners, tinker toys, cardboard and such.
	Listen to record and book: My Tricycle and I Melinda's Christmas Stocking
	Have a reading group read from Little White House, page 120-130. If they haven't reached this level yet, have a second grade visit and read for them. Let another group read page 33-36 from My Little Green Story Book.
	Show filmstrips SVE "Pedro, the Little Airplane," "Susie, the Little Blue Coupe," and "Little Toot."

RESOURCES

Books:
Come With Us in a Toy Factory, Jean and Ned Wilkinson, Sextant Systems Inc., 1970.

The World Around Us--filmstrips, cassettes, books.

My Tricycle and I
Melinda's Christmas Stocking

Filmstrips:
"Babes in Toyland"
"Pedro, the Little Airplane"
"Susie, the Little Coupe"
"Little Toot"

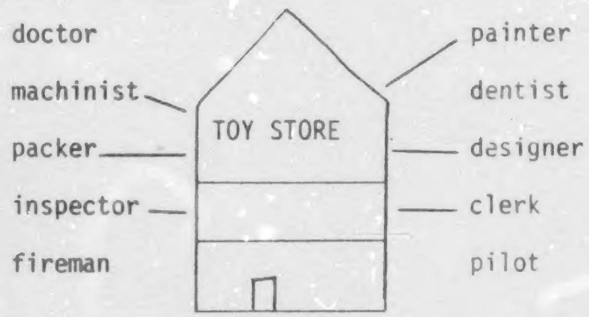
Cardboard, spools, paint, colors, clay, tinker toys, pipe cleaners.

Little White House, Ginn and Company, 1966, pages 120-122; 123-126; 127-130.

My Little Green Story Book, Ginn and Company, 1966, pages 33-36.

EVALUATION

Suggested Work Sheet:


doctor
machinist
packer
inspector
fireman
TOY STORE
painter
dentist
designer
clerk
pilot

Let the children draw a line to the toy store from each worker who helps to make or sell the toys.

See Appendix pages 124-130.

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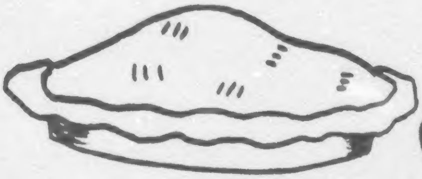
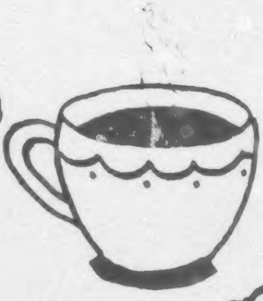
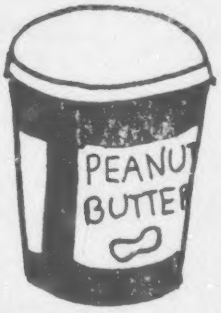
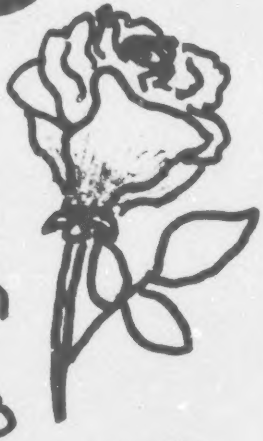
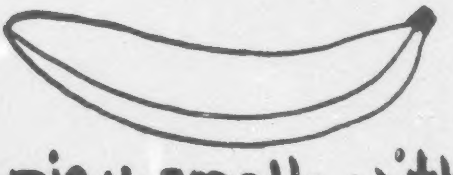
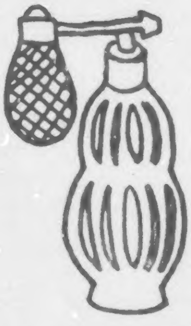





PEANUT
BUTTER





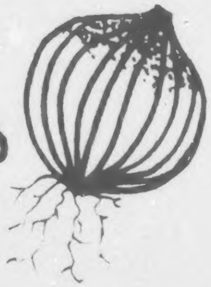


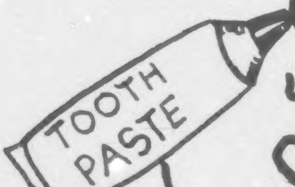
Circle spicy smells with red.

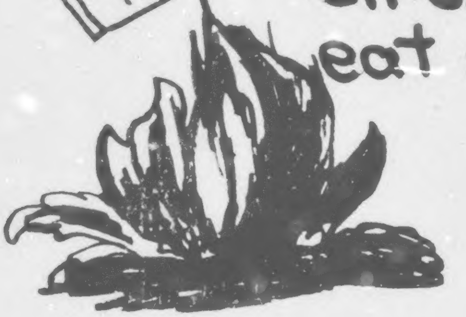
Circle fragrant smells with blue.

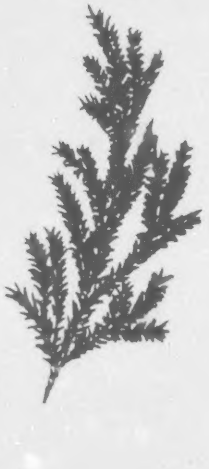
Circle pungent smells with green.

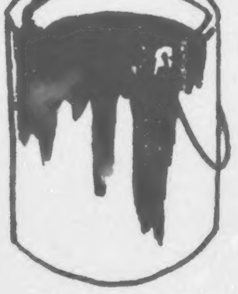
Circle good things to eat with orange.

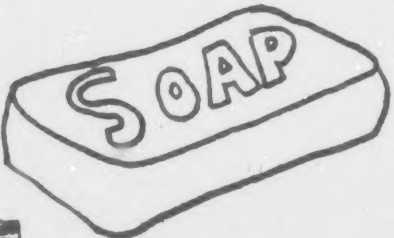


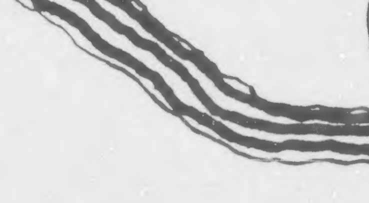

TOOTH
PASTE











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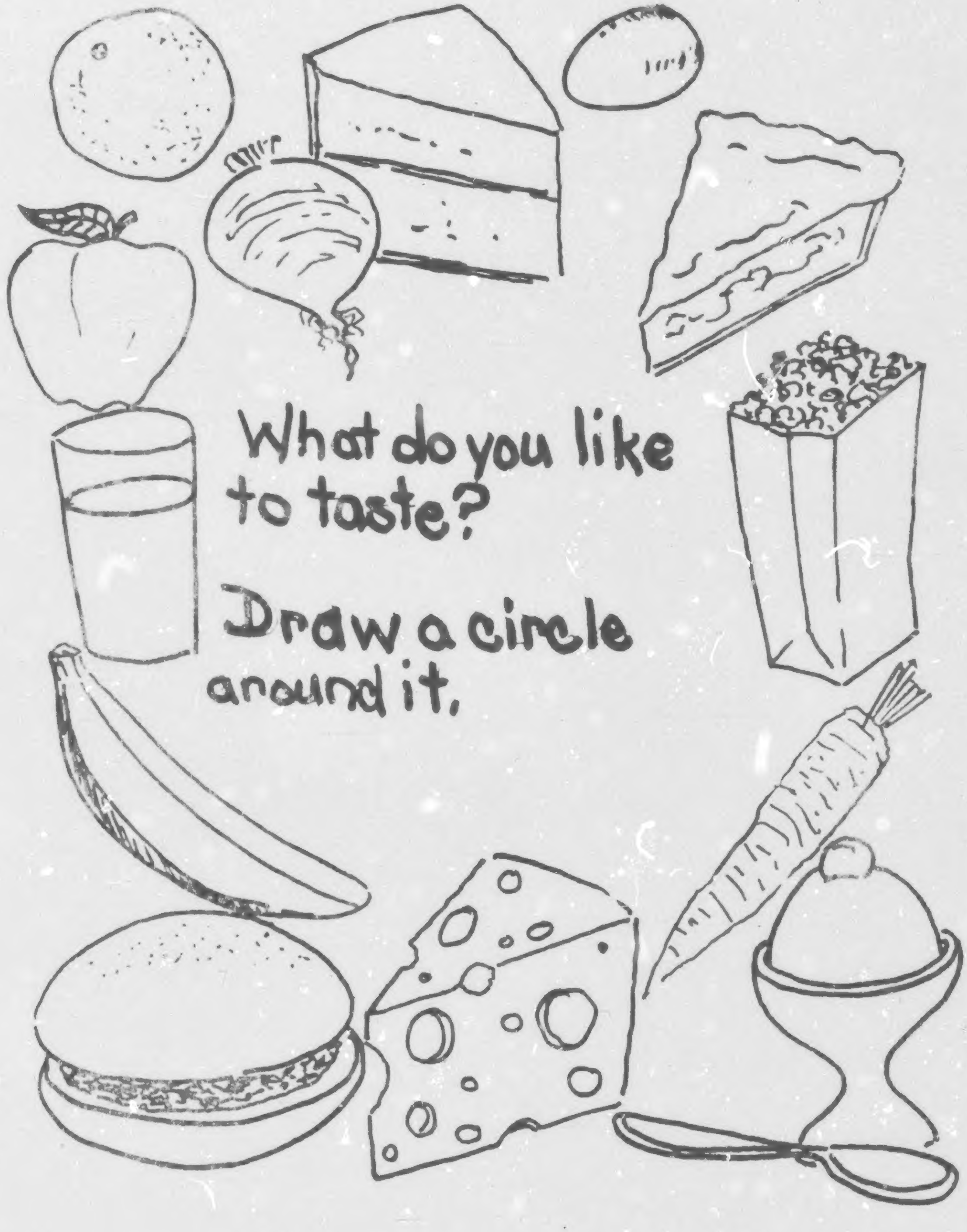

What do you like to taste?

Draw a circle around it.

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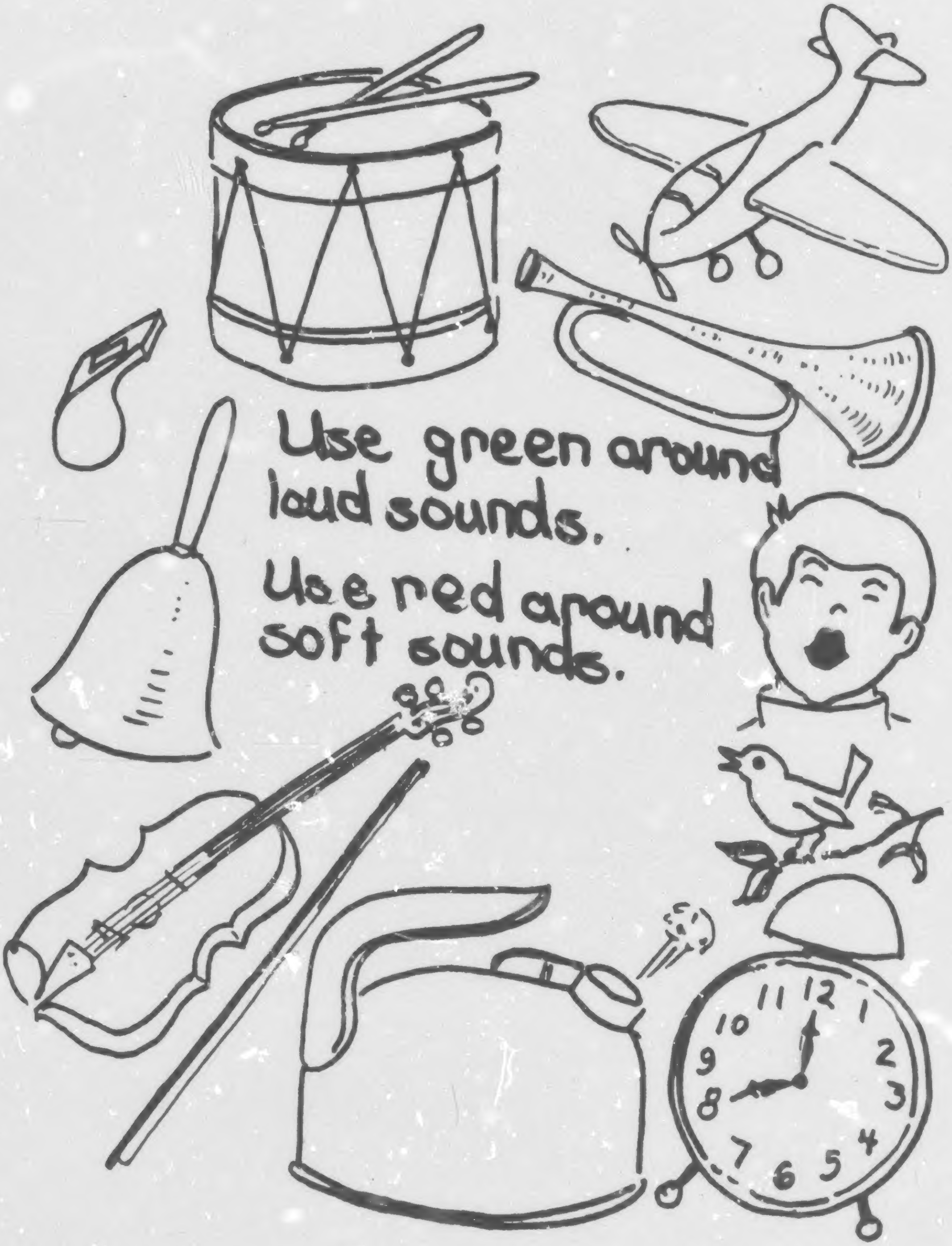

Use green around loud sounds.

Use red around soft sounds.

10
11
12
1
2
3
4
5
6
7
8
9

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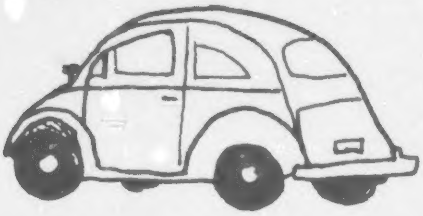
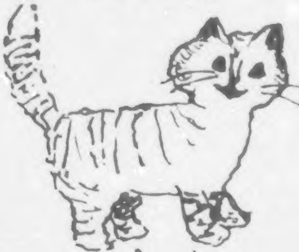
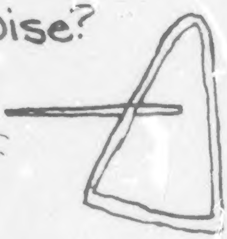
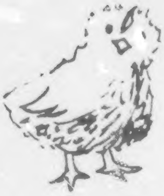
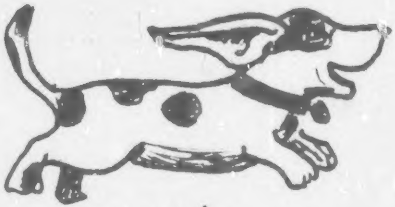
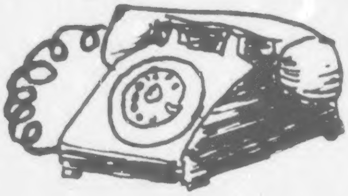
Which one makes the loudest noise?

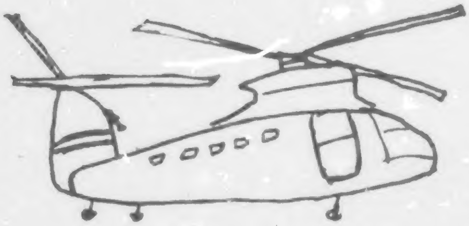
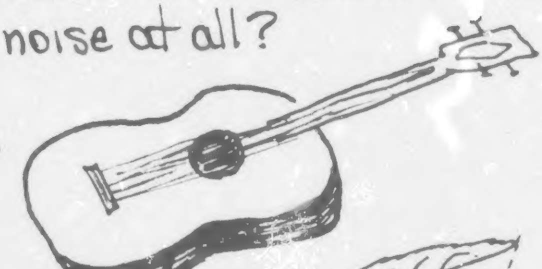
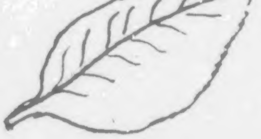
Draw a black circle around it.

Which one makes a quiet noise?

Draw an orange circle around it.

Which one makes no noise at all?

Draw a purple circle around it.

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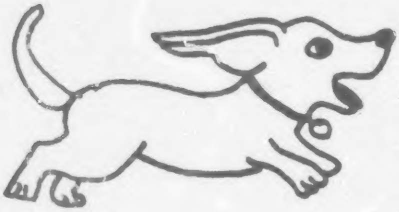
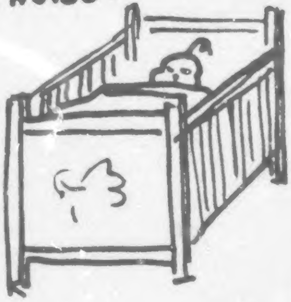
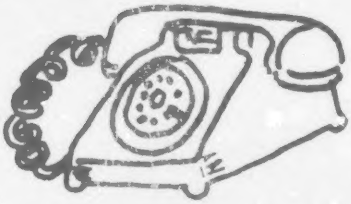
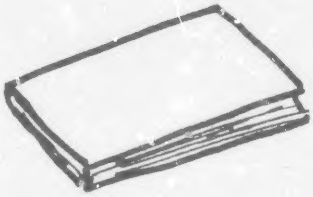
SH! BABY IS SLEEPING.

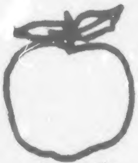
CIRCIE THE THINGS THAT MAKE A NOISE.

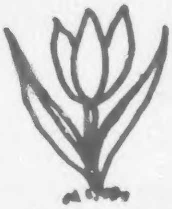


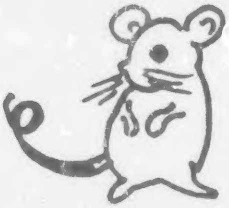


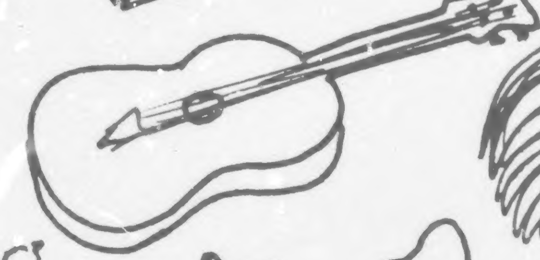


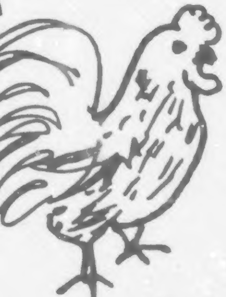


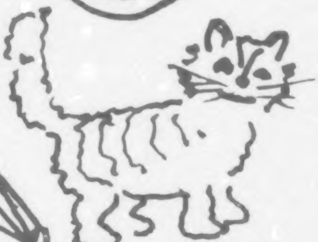


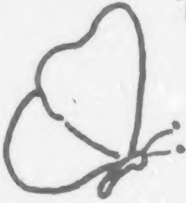


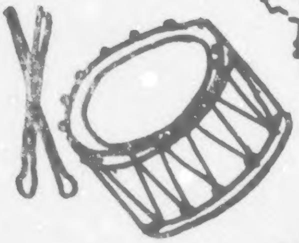


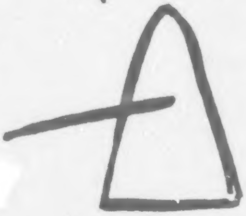


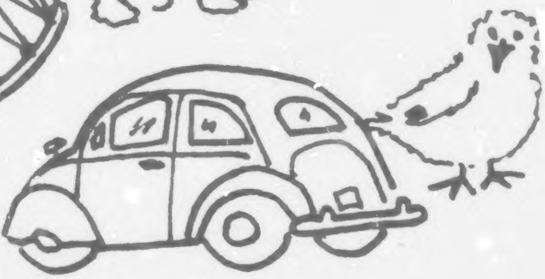


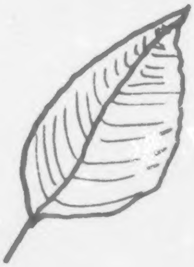












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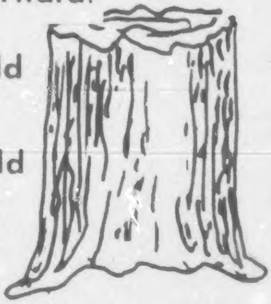
Touch and tell.

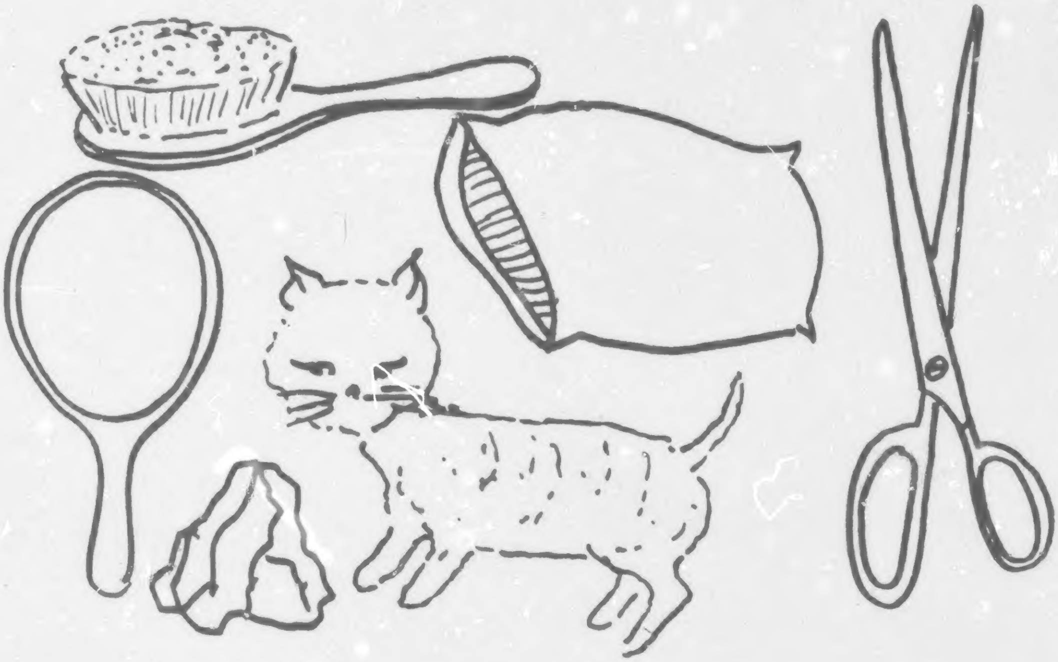
With your red crayon, circle something that would feel soft.

With your blue crayon, circle something that would feel hard.



With your green crayon, circle something that would feel smooth.

With your orange crayon, circle something that would feel rough.



With your black crayon, circle something that would feel furry.

With your brown crayon, circle something that would feel prickly.

With your yellow crayon, circle something that would feel sharp.

Some objects may have more than one circle.

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MATCH THE CORRECT STATEMENT TO THE RIGHT PICTURE.

I HELP YOU CHEW FOOD.

I HELP YOU SEE.

I HELP YOU HEAR.

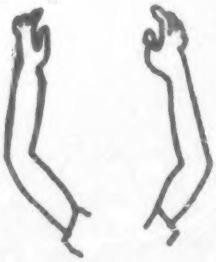
I HELP YOU SMELL.

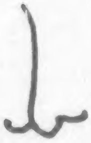
I HELP YOU KICK A BALL.

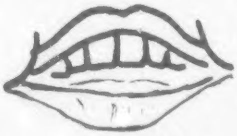
I HELP YOU HOLD YOUR PENCIL.

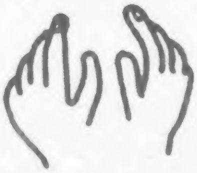
I BEND WHEN YOU
WALK UP STAIRS.

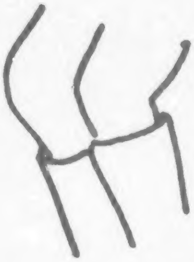
YOU HAVE FIVE
OF ME ON EACH HAND

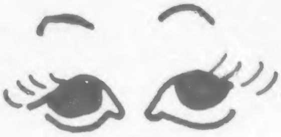


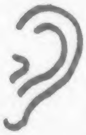


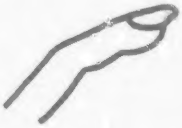


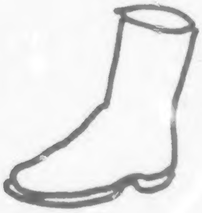












RIDDLE - USE THE MIRROR

I help you see (eye)

I help you throw a ball (arm)

I help you hear (ear)

I help you kick a ball (foot)

You nave five of me on each hand (fingers)

I help you bite food (teeth)

You have five of me on each foot (toes)

I help your hand hold a pencil (fingers)

I help you chew food (teeth)

I bend when you touch your head (elbow)

I help you smell (nose)

I bend when you walk upstairs (knees)

I help you swallow food (tongue)

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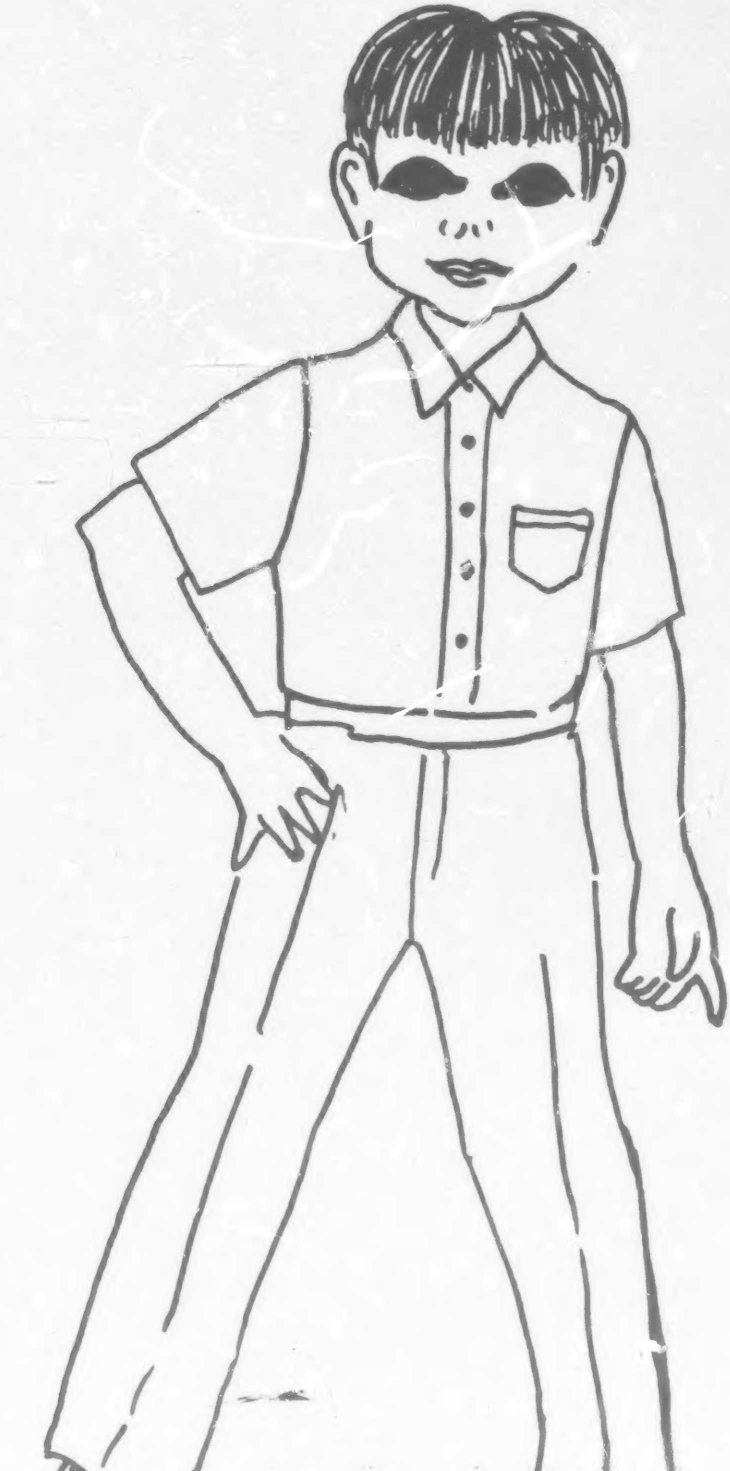

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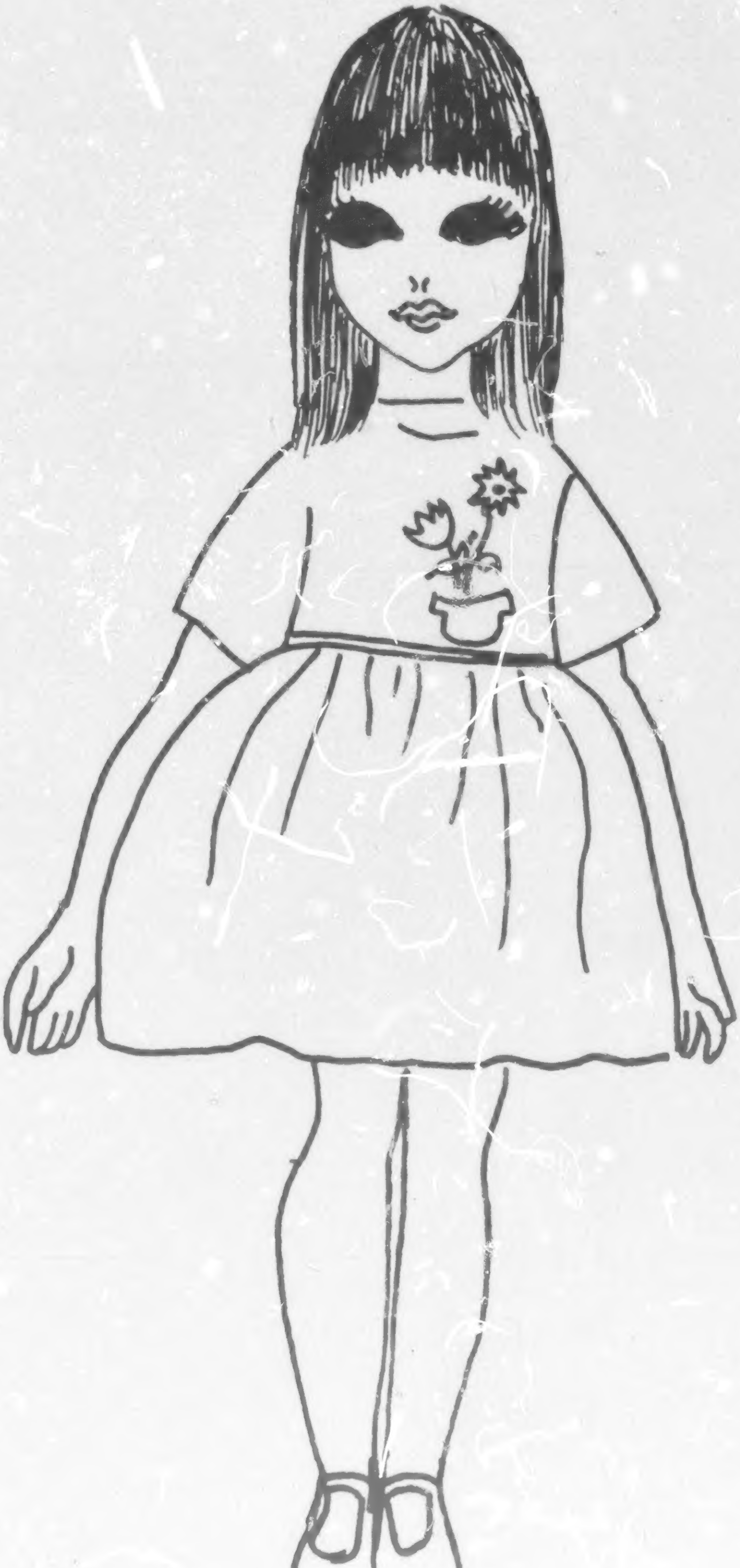

THIS IS ME.

1. I am a ____________________.
2. I am ____________________ years old.
3. I have ____________ sisters and ____________ brothers.
4. My pet is a ____________________.
5. My eyes are ____________________.
6. My hair is ____________________.
7. I weigh ____________ pounds.
8. I like to ____________________.
9. My best friend is ____________________.
10. My name is ______________________________.

boy
girl
cat
dog
horse
blue ✓
brown
gray
read
play
sing
draw
color
fish
chicken
bird
cow
paint
run

THIS IS MY PICTURE.

ALL ABOUT ME

I like to:	YES	NO
come to school.		
play with friends.		
play by myself.		
work at home.		
write.		
read.		
make new friends.		
I can:		
read a book.		
tie my shoes.		
find my bus.		
skip.		
hop.		
jump rope.		
I know:		
my telephone number.		
my Daddy's name.		
my address.		
my teacher's name.		
my school.		
my room numbers.		

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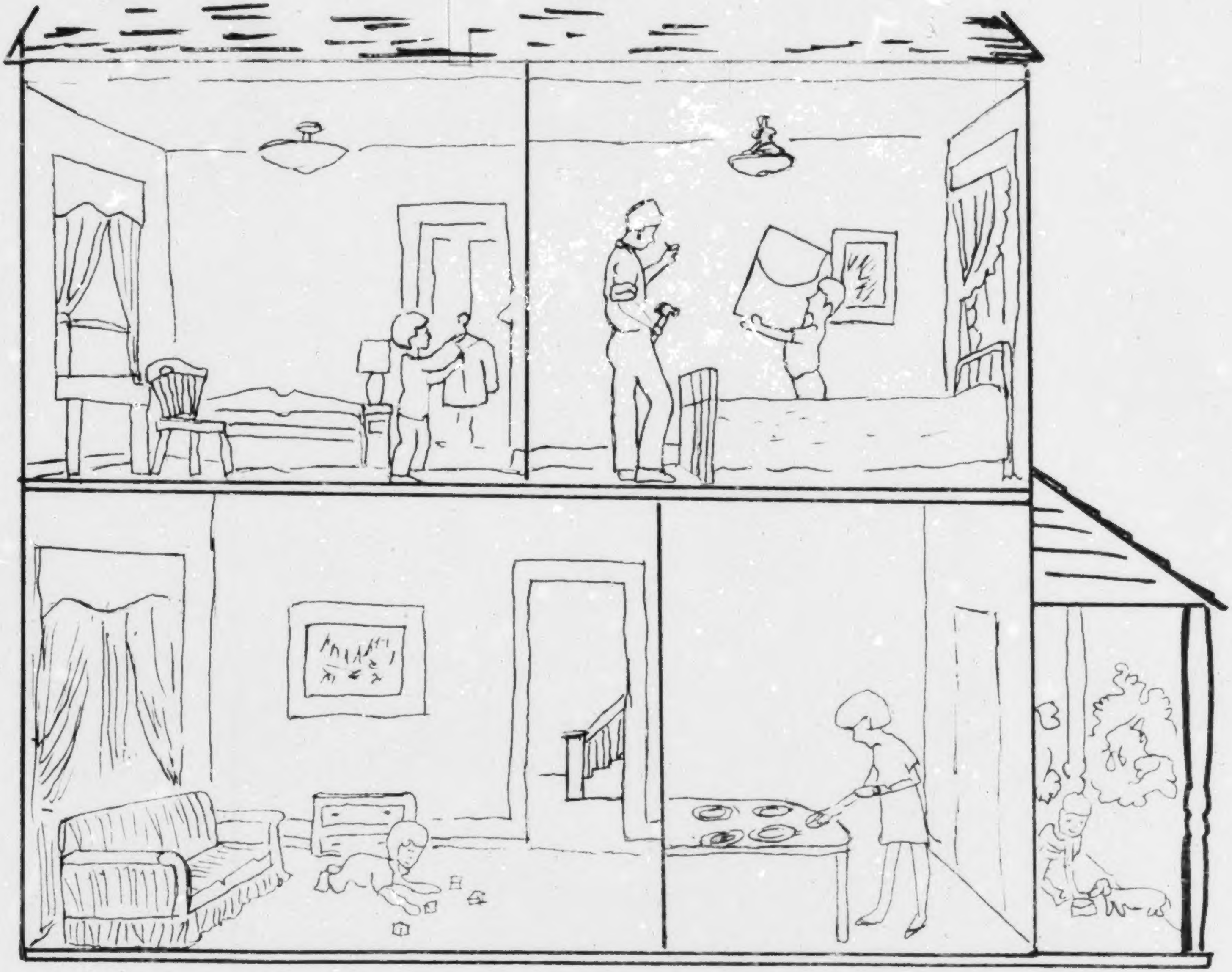

WHO AM I?

MATCH PICTURE WITH THE RIGHT WORKER

I LEARN TO READ AND WRITE AND SING. I AM LITTLE. WHO AM I?

____

I KEEP THE SCHOOL CLEAN. I HELP THE TEACHERS AND CHILDREN. I PUT UP THE FLAG. WHO AM I?

____

I HELP BOYS AND GIRLS LEARN. I LISTEN TO CHILDREN READ AND TALK. I CHECK YOUR WORK. WHO AM I?

____

I MAKE GOOD RULES. I WORK IN THE OFFICE. I HELP CHILDREN AND PARENTS? WHO AM I?

____

I BRING CHILDREN TO SCHOOL. I TAKE THEM HOME AGAIN. I DRIVE SOMETHING YELLOW. WHO AM I?

____

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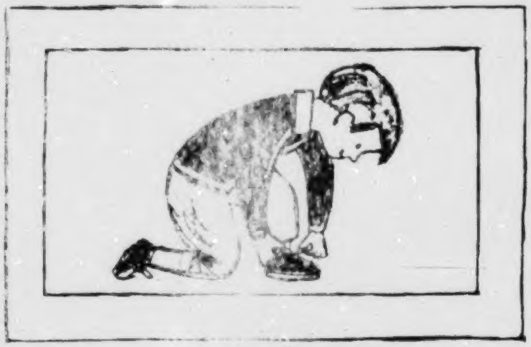

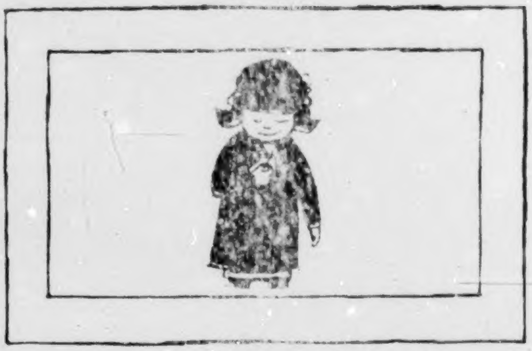

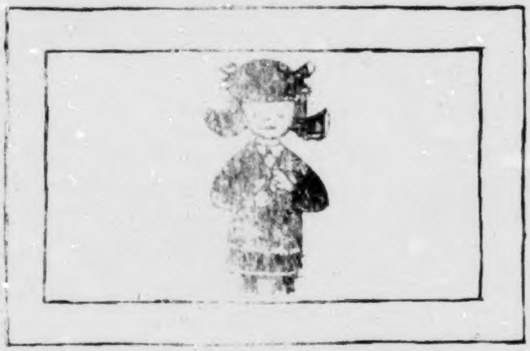

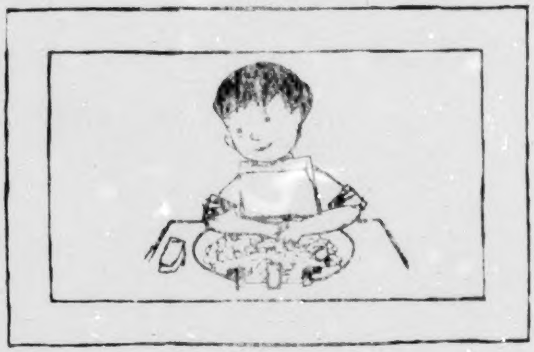

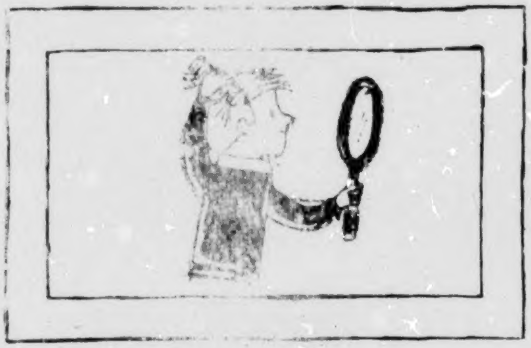

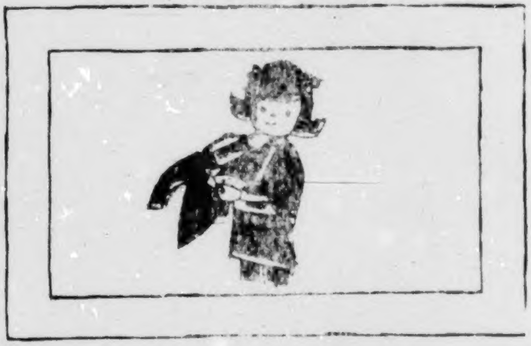

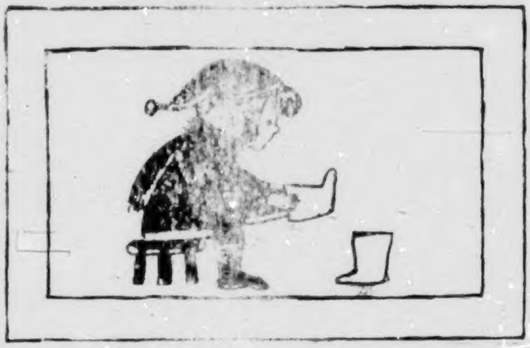

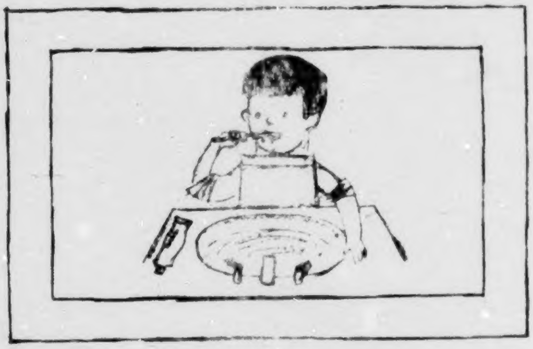

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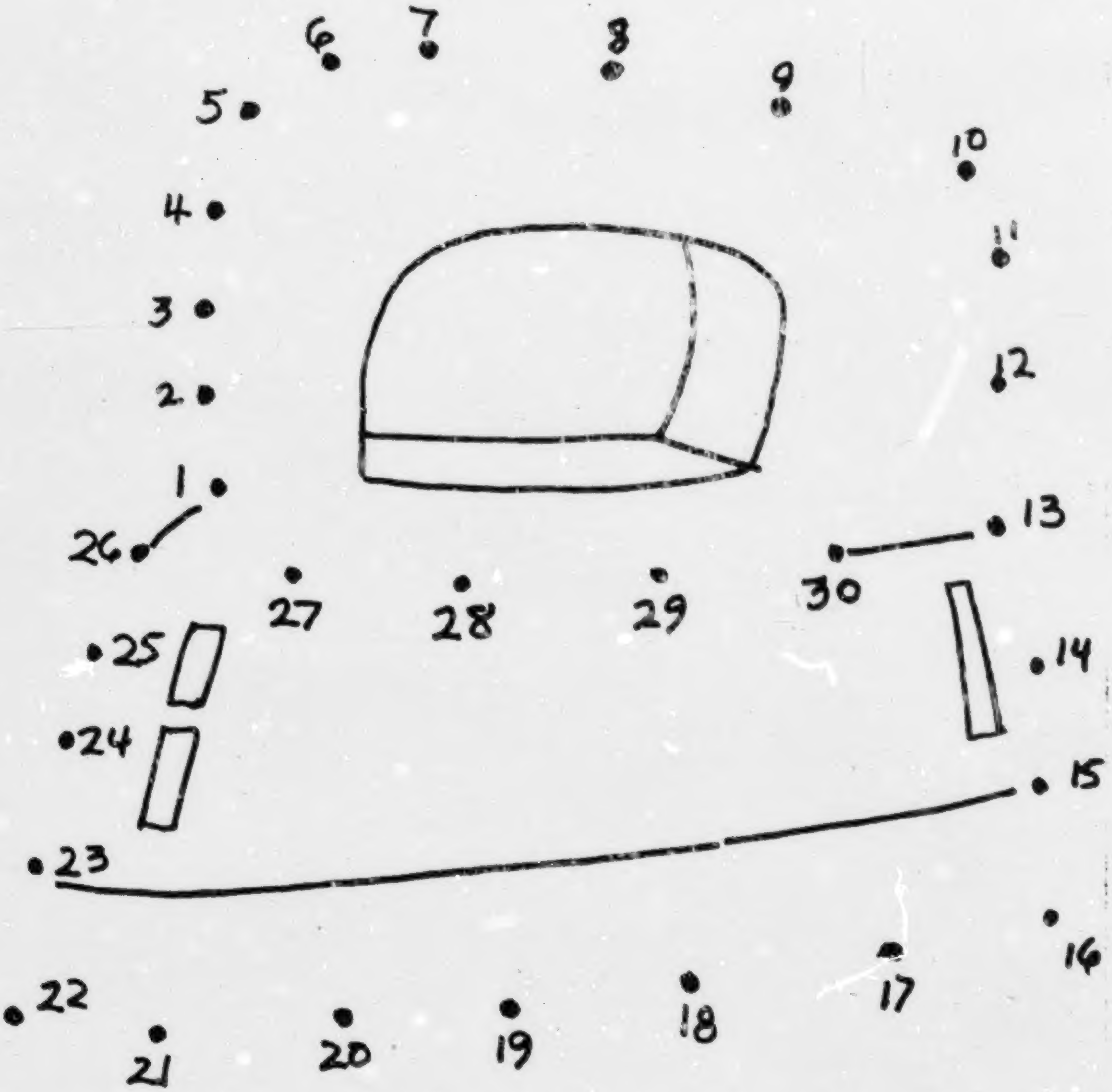
MOTHER'S HELPER

CONNECT DOTS ONE - THIRTY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30

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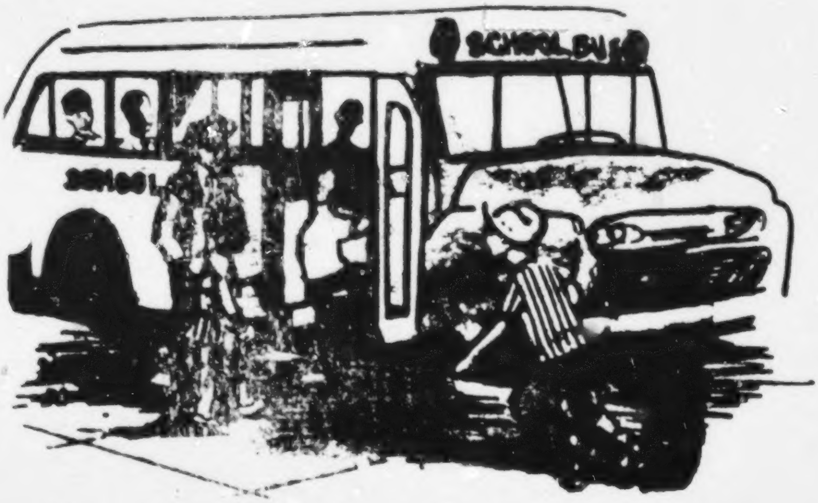
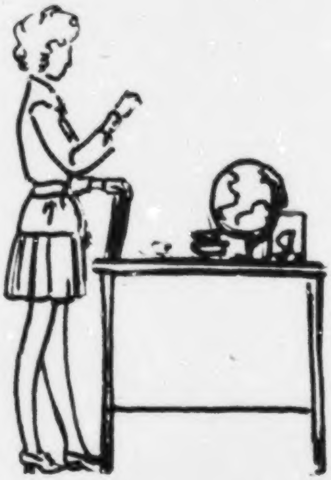
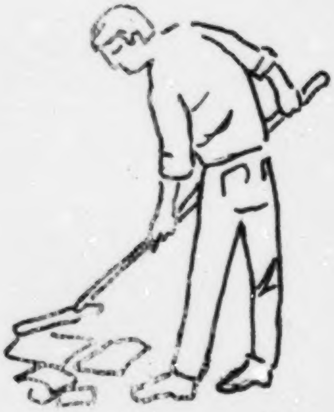
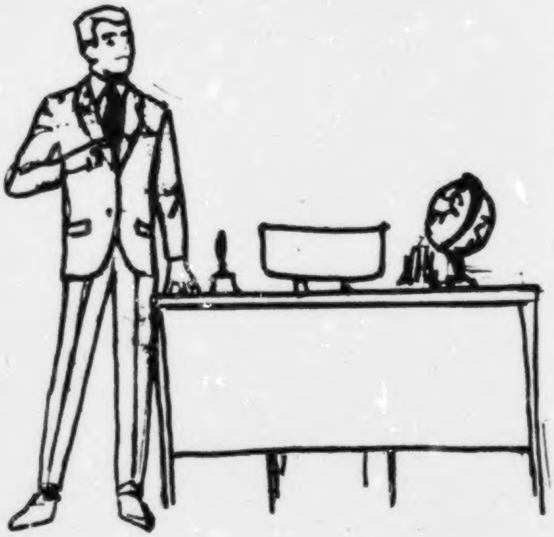
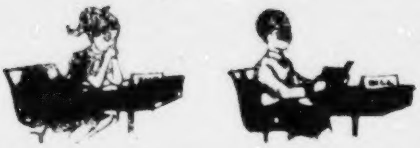

SCHOOL BUS
SCHOOL









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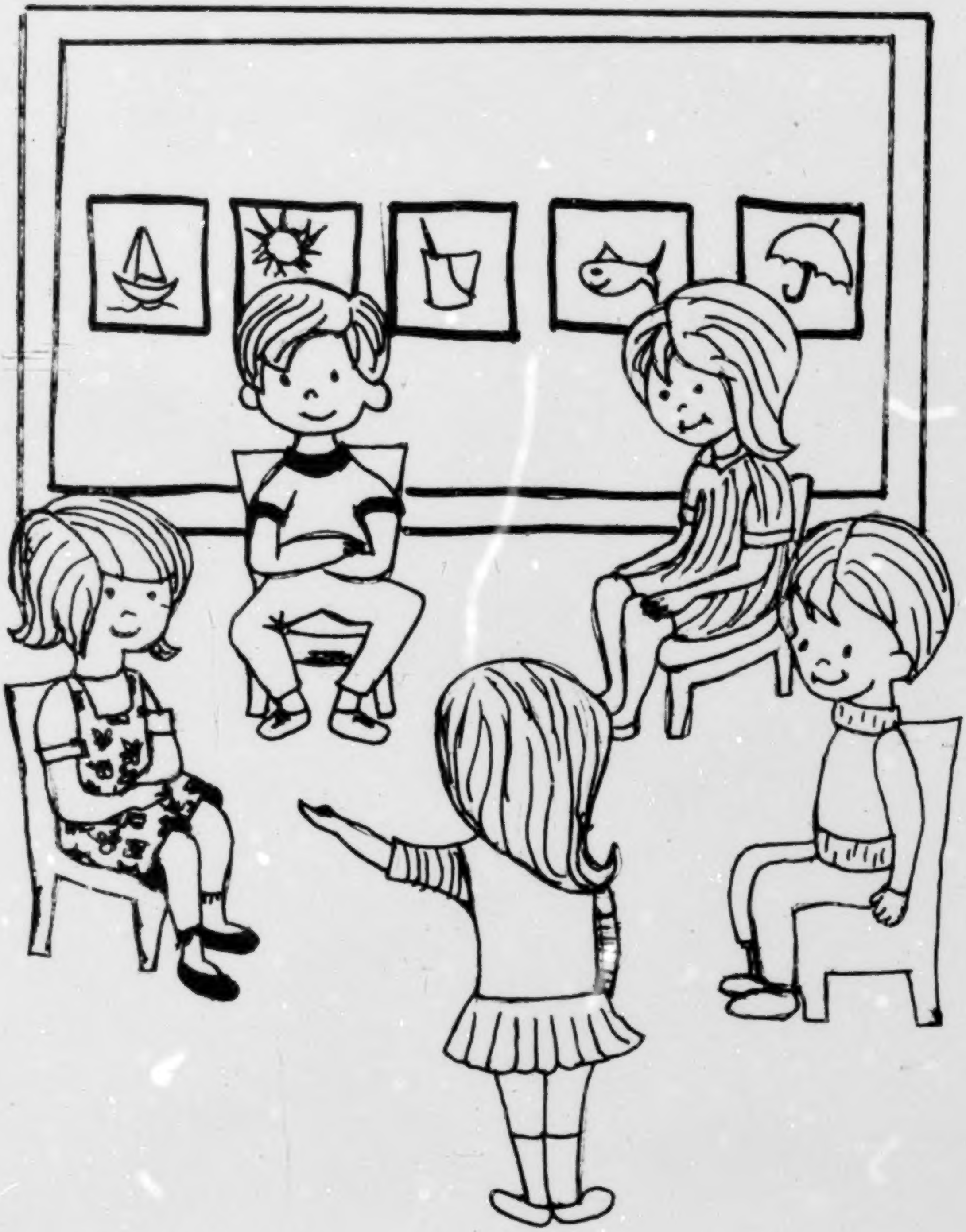

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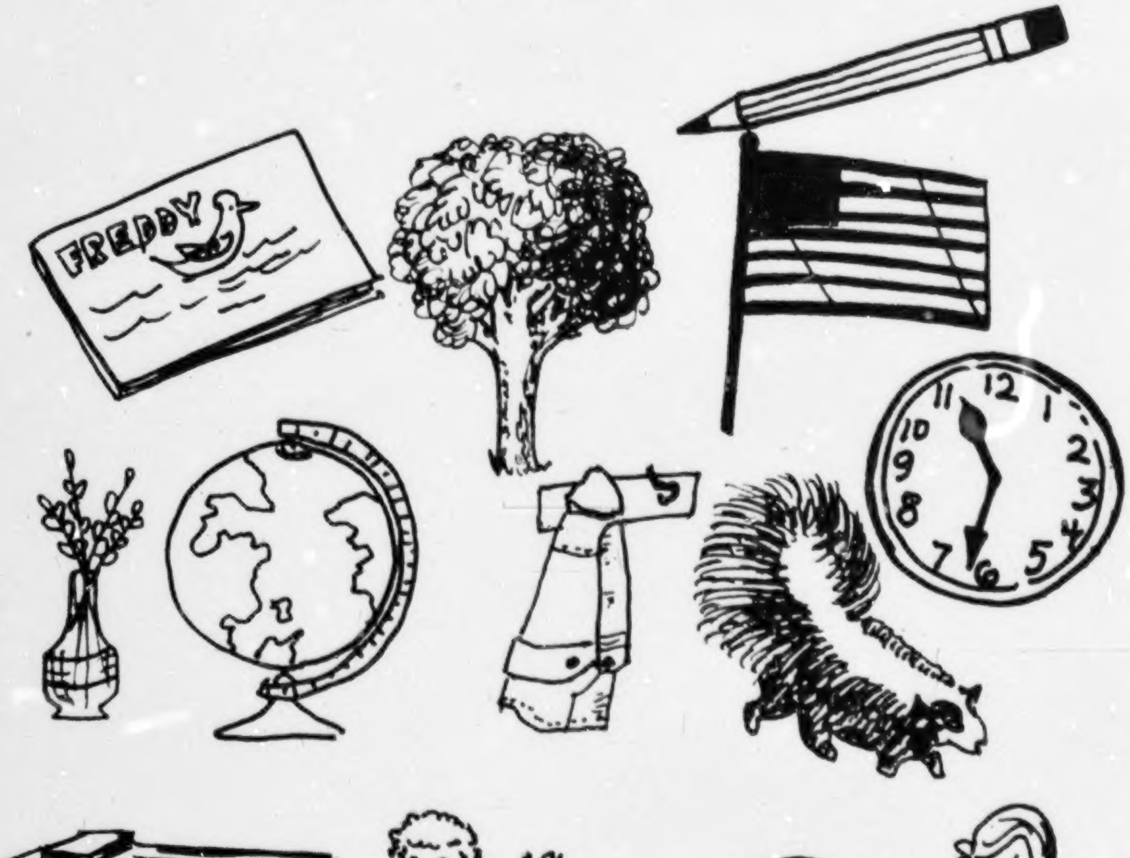
FREDDY
12
1
2
3
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8
9
10
11
5

WHAT THINGS MIGHT YOU FIND IN SCHOOL?
CIRCLE THEM IN RED.

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DRAW A LINE TO THE CORRECT PICTURE

NURSE

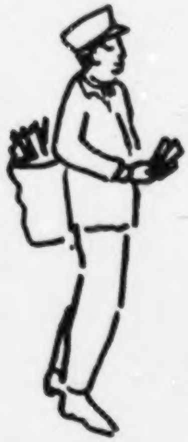
DENTIST

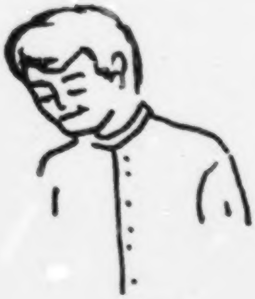
BUS DRIVER

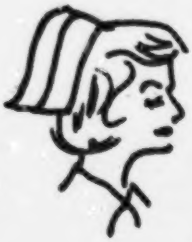
FARMER

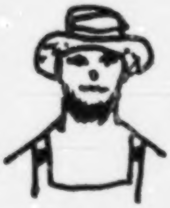
MAILMAN

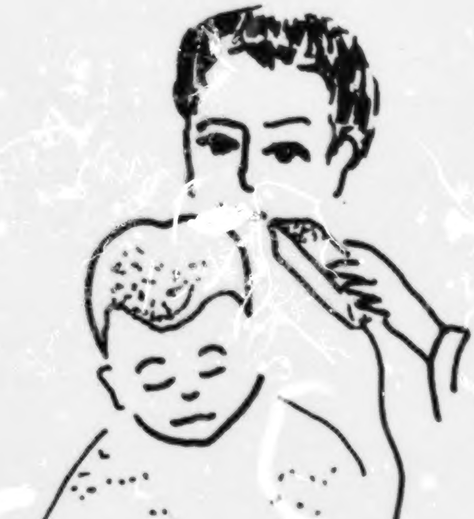
BARBER

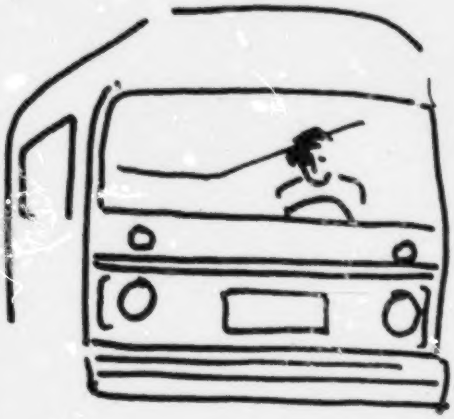












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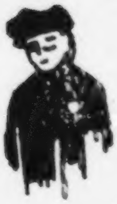
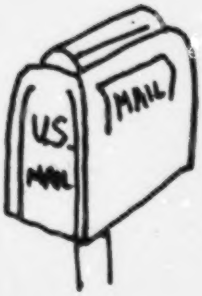
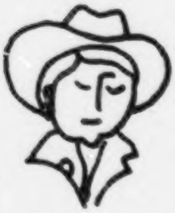
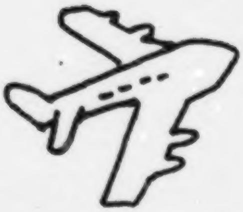


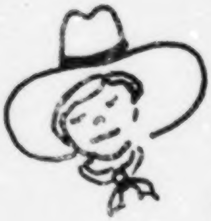
POLICEMAN



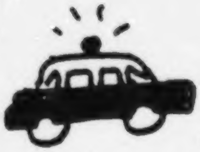


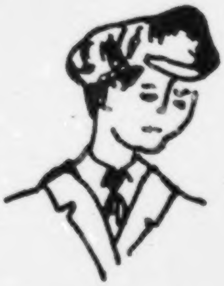
FARMER



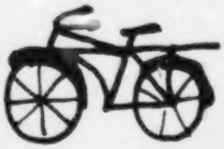


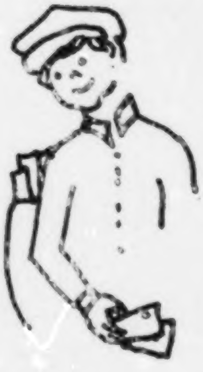
COWBOY



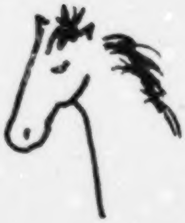


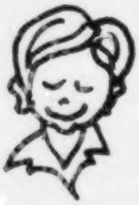
PILOT



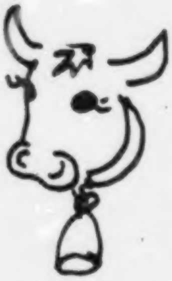


MAIL MAN





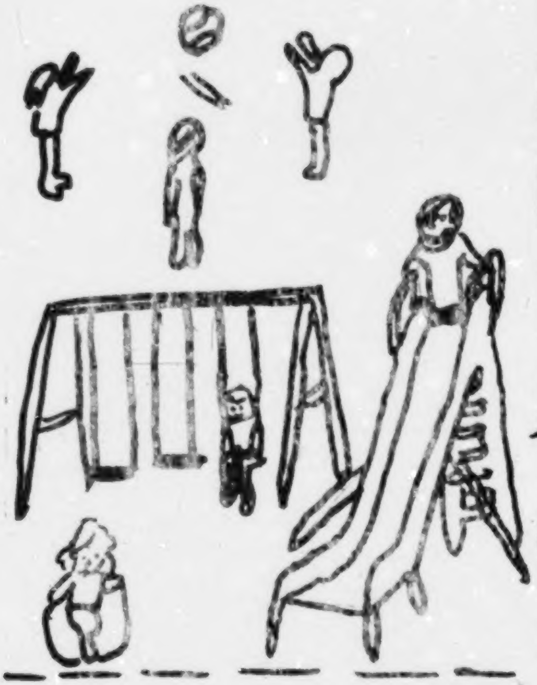
BOY

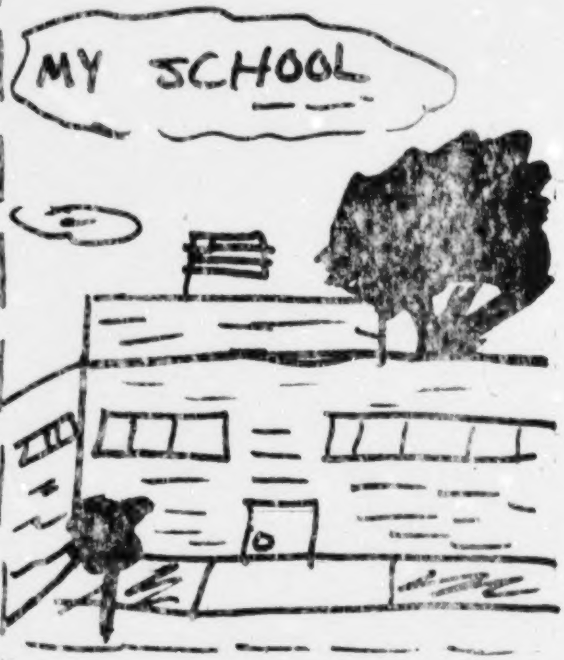


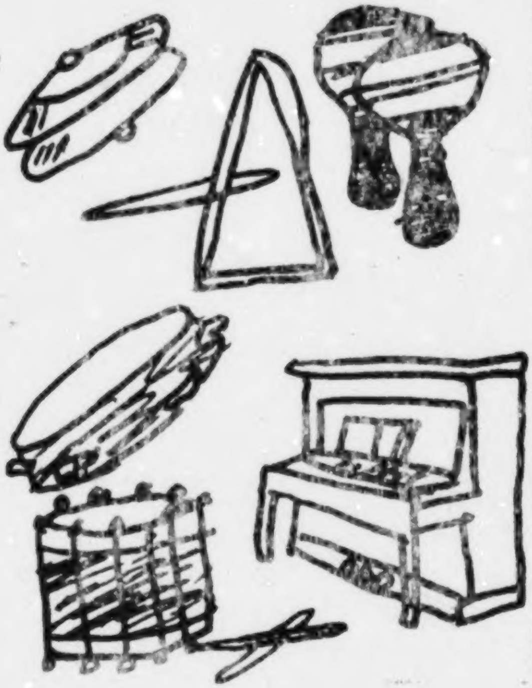
DRAW A GREEN LINE FROM EACH PERSON TO SOMETHING HE USES.

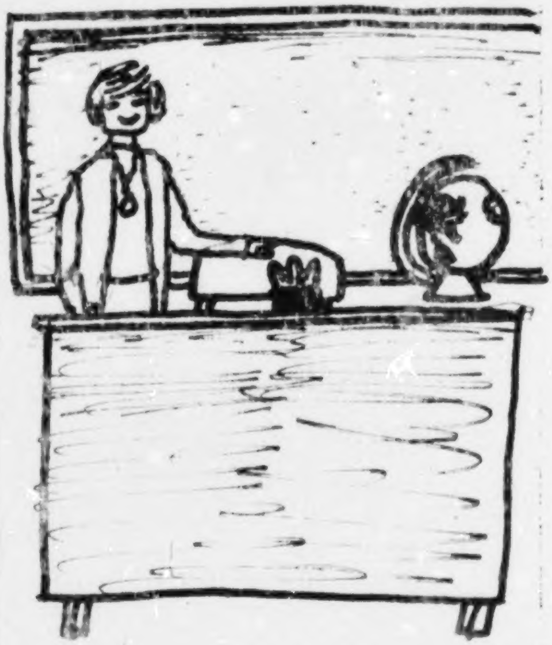
BEST COPY AVAILABLE

Have the children cut the following ~~three~~ two pages on the dotted lines. Then have them paste each one (~~of the twelve~~) to the top of a sheet of paper and write a story about each school activity. These may be used for a booklet.









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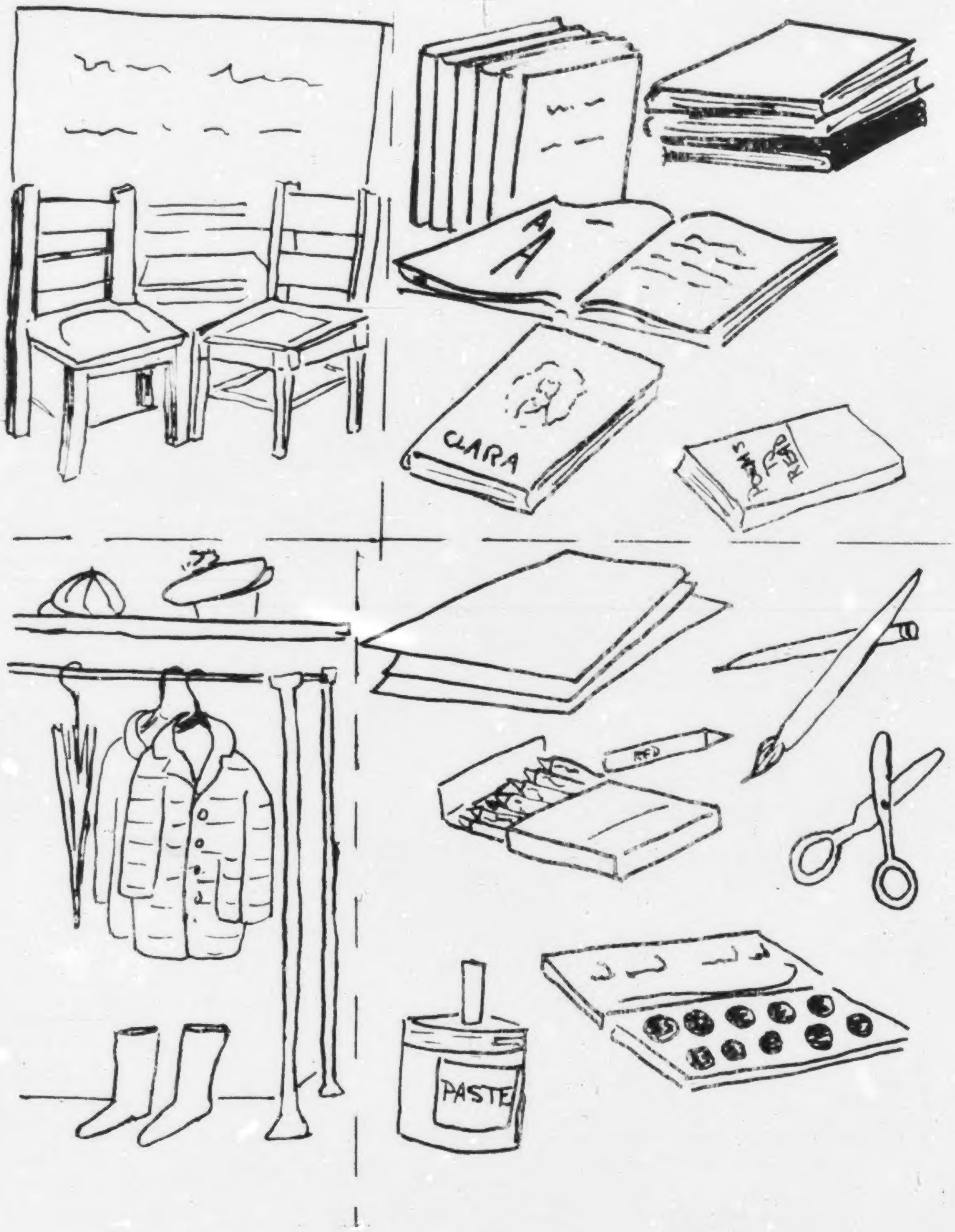
A
A
CLARA
POEMS TO READ
RED
PASTE

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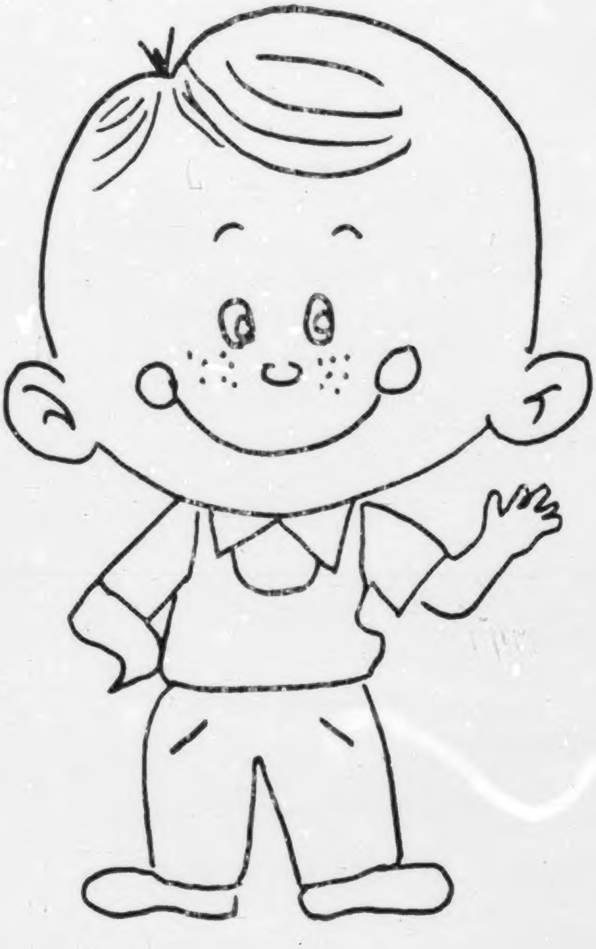

Student

Willie Wiggle

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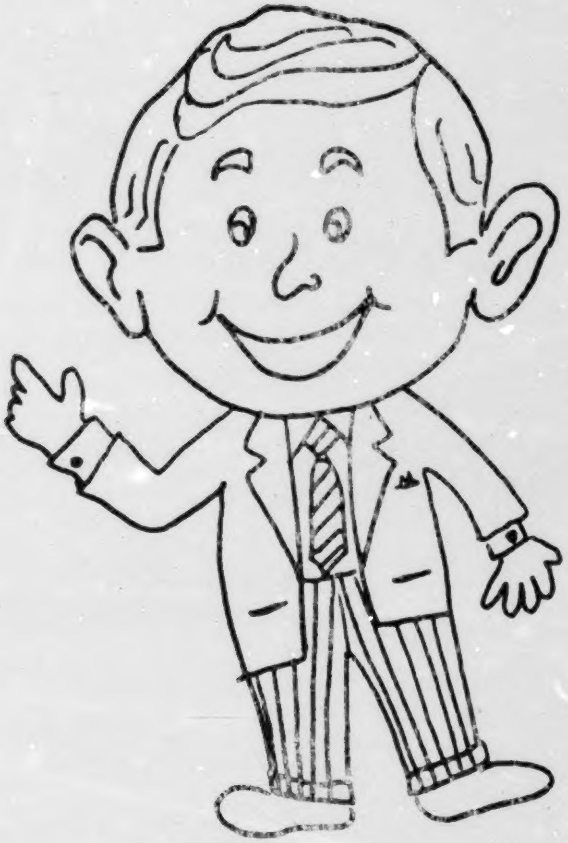

Superintendent

Mr. Loves 'Em All

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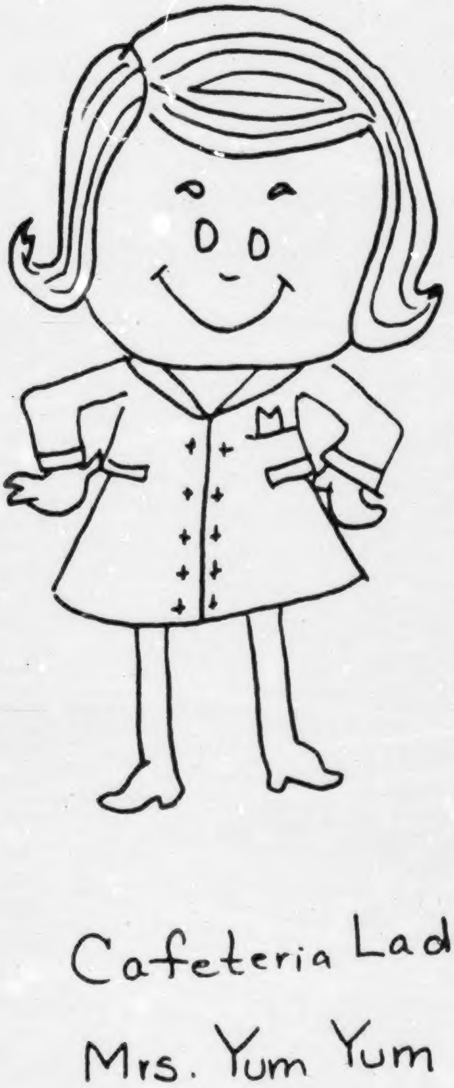

Cafeteria Lady

Mrs. Yum Yum

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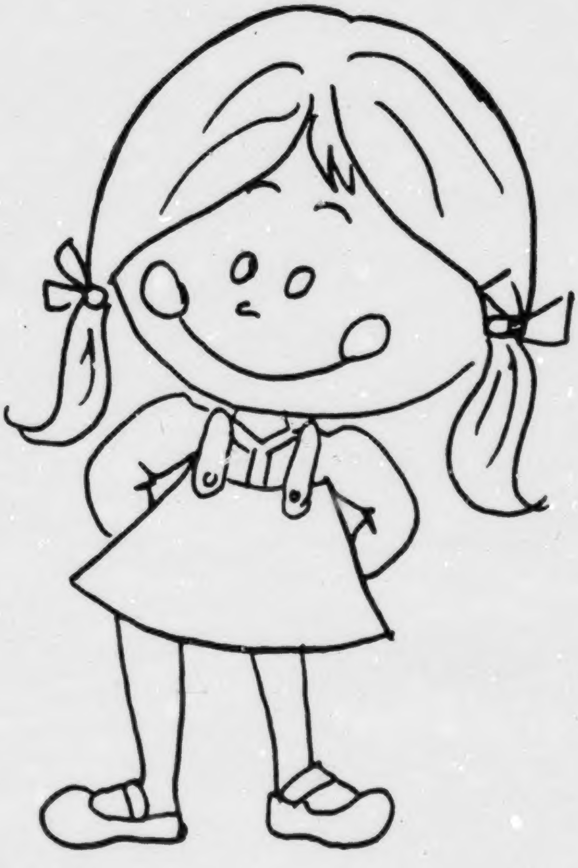

Student
Wanda Wiggle

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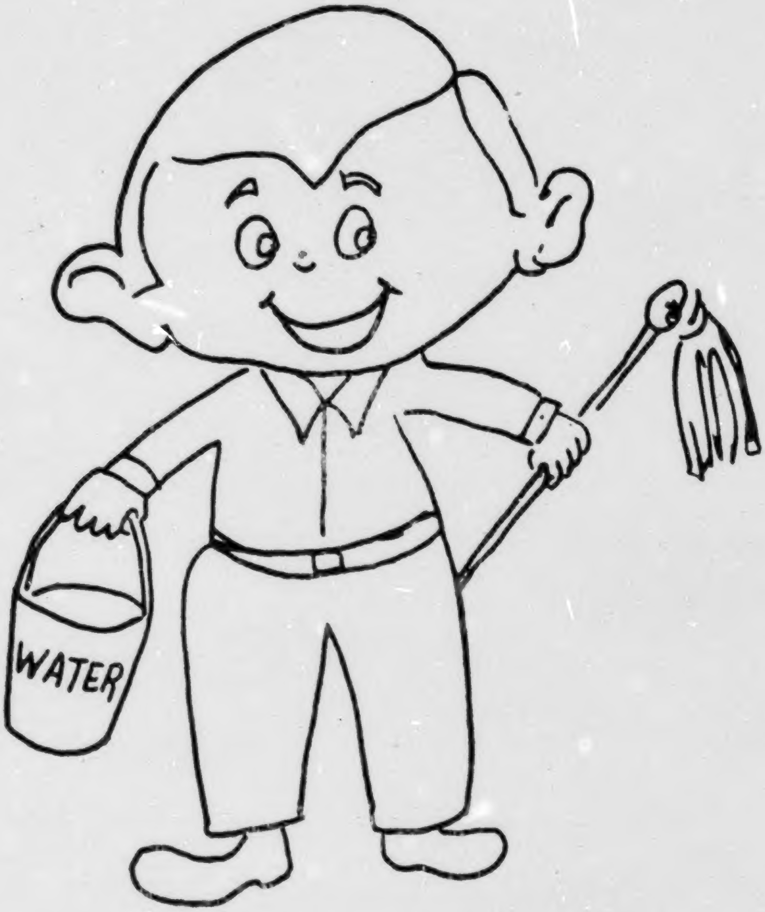
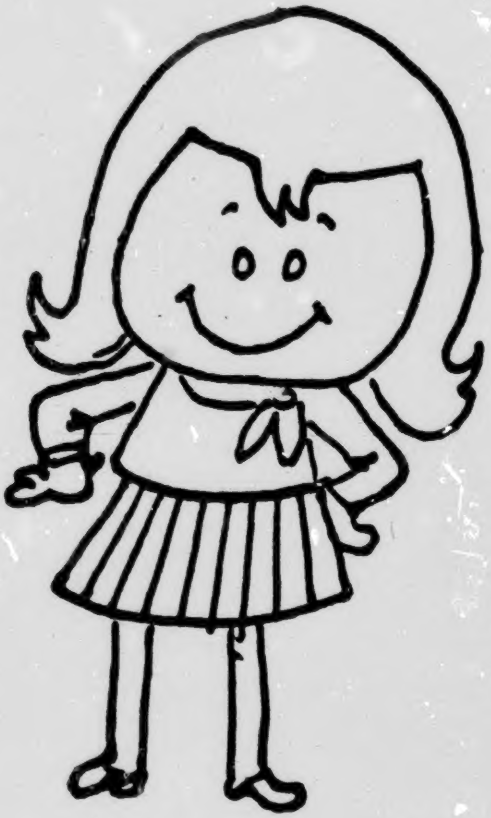


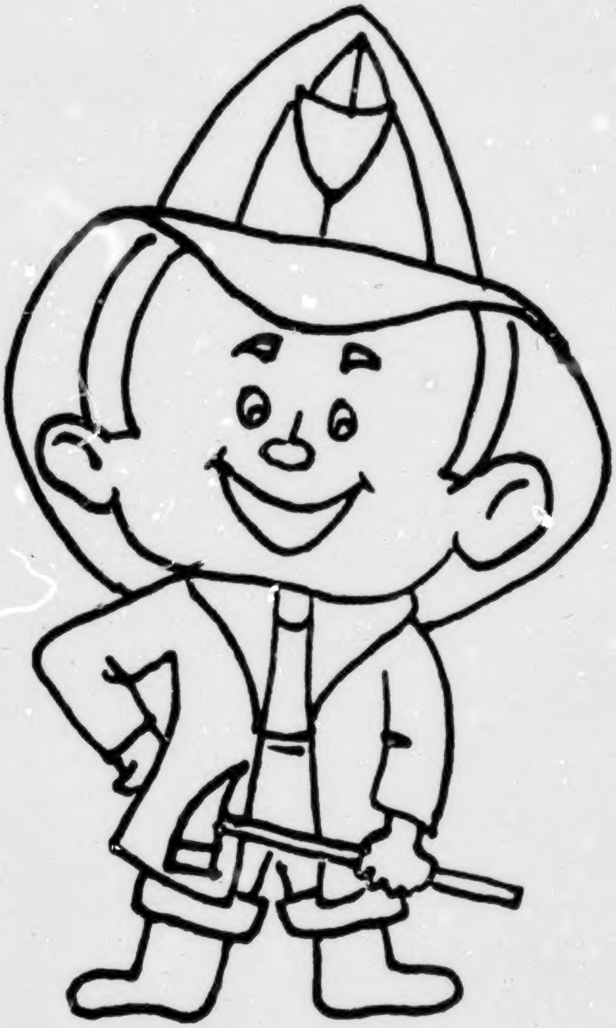
Custodian
Mr. Tidy



Counselor

Mrs. Mc Help You

BEST COPY AVAILABLE



Fireman

Mr. Fire Out

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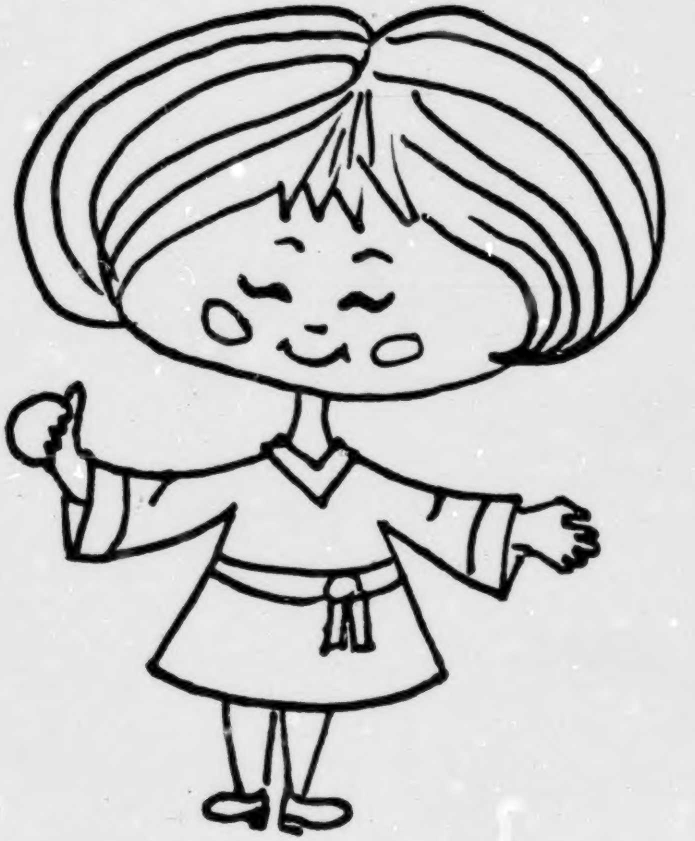

Teacher
Miss Lovlee

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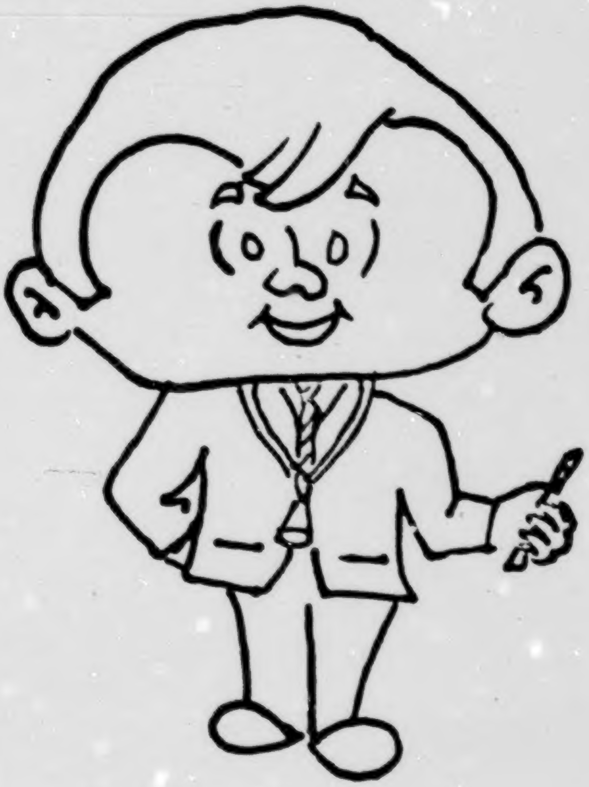

Doctor

Dr. Wellum

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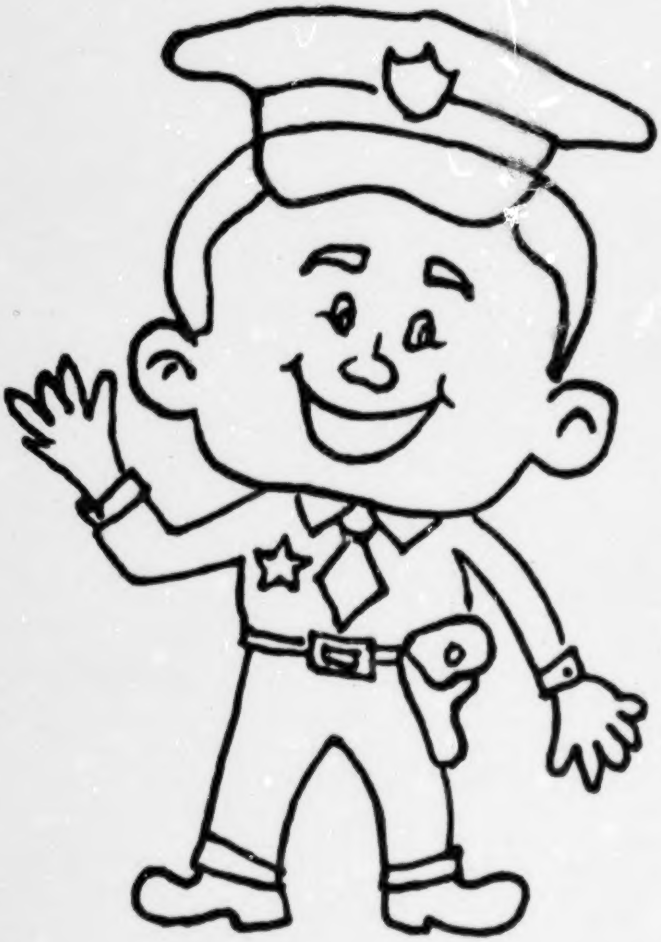

Policeman

Mr. Take Care

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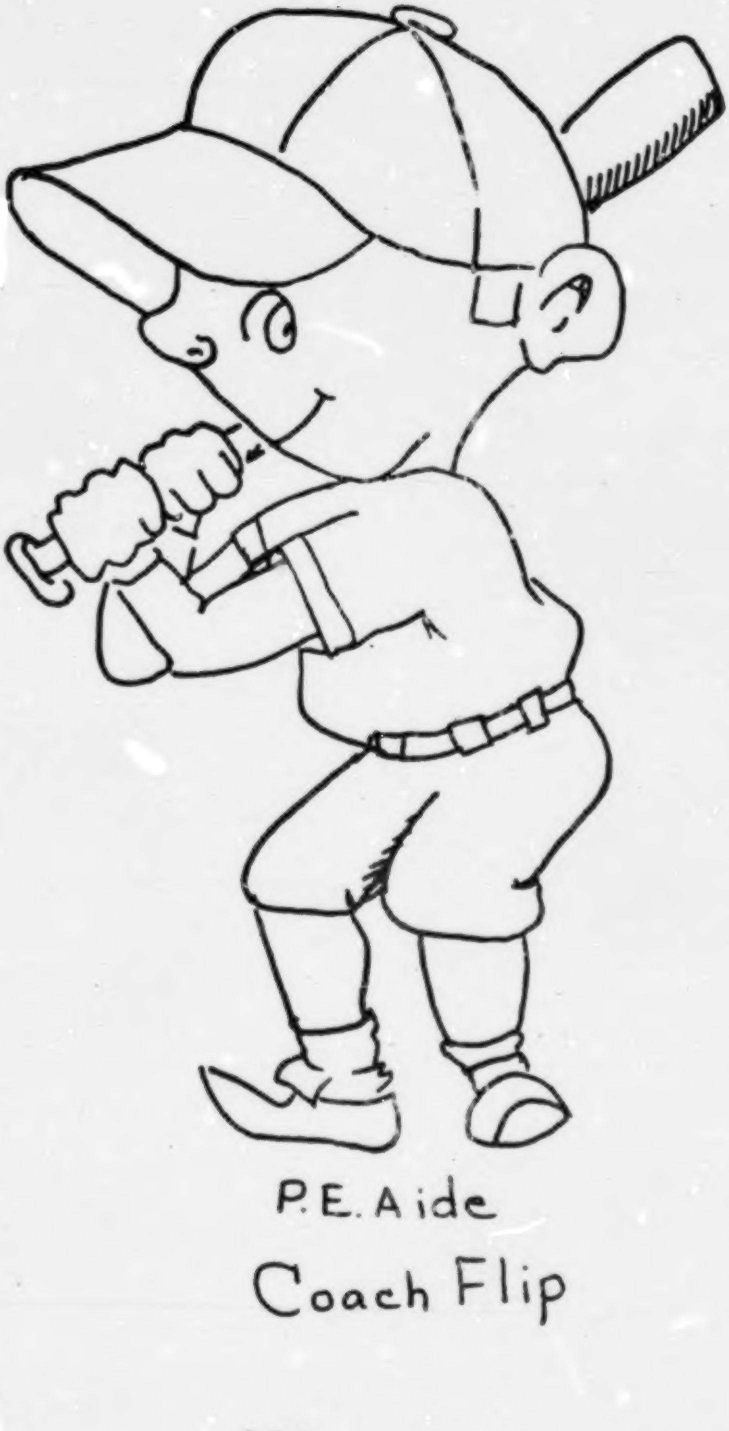

P.E. Aide

Coach Flip

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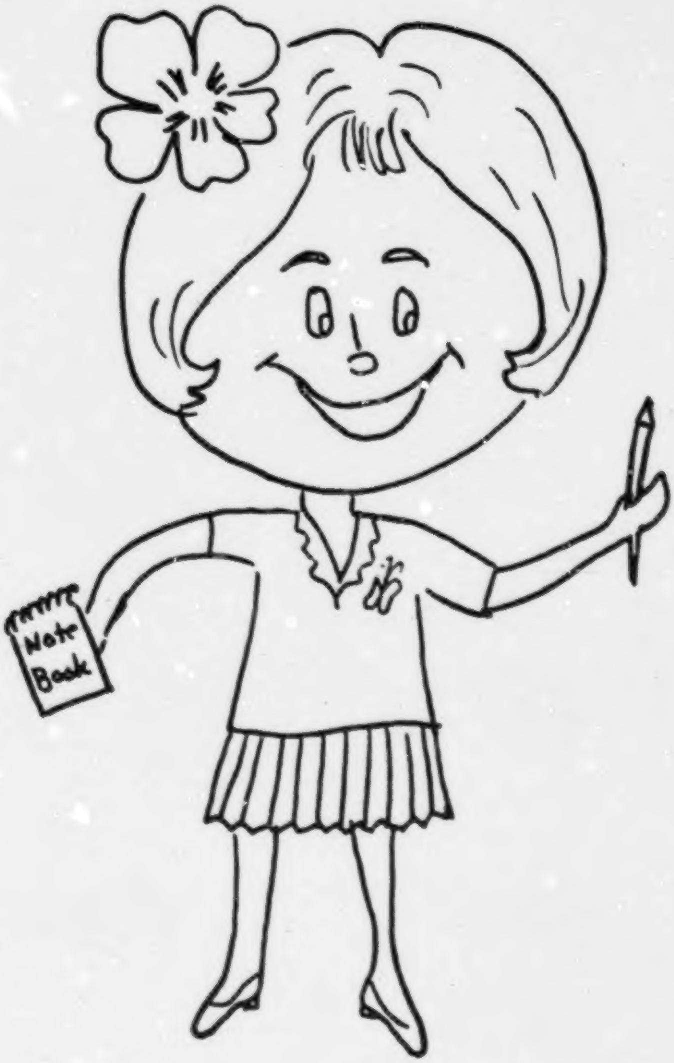

Secretary
Miss DoAll

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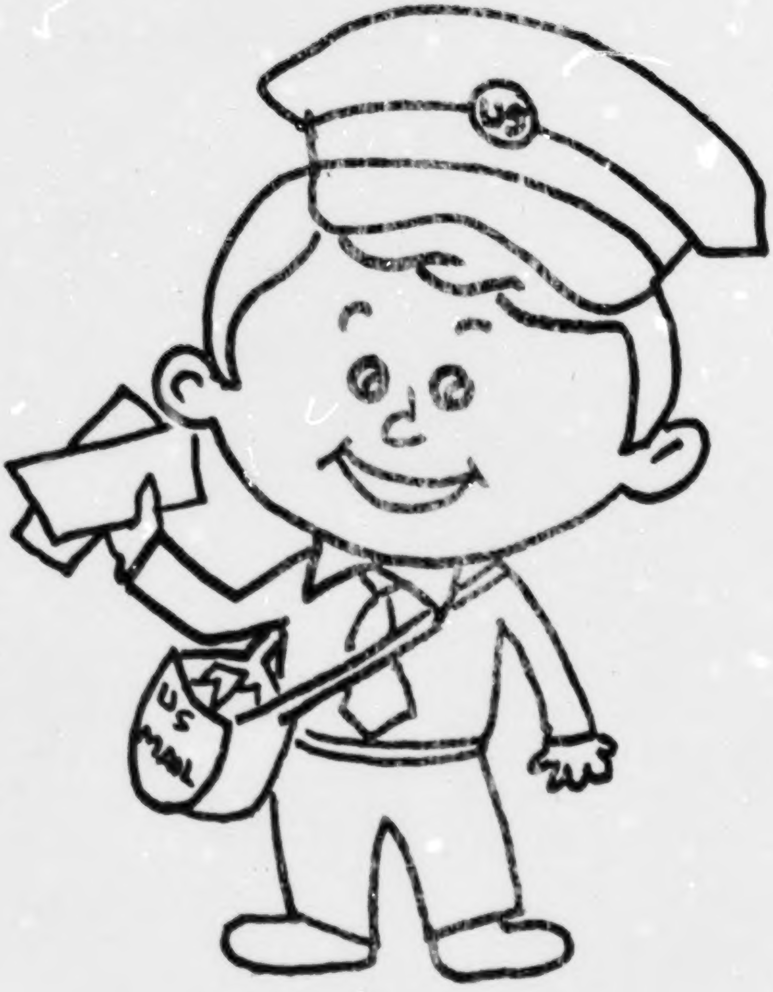

POST MAN

Mr. Letter Man

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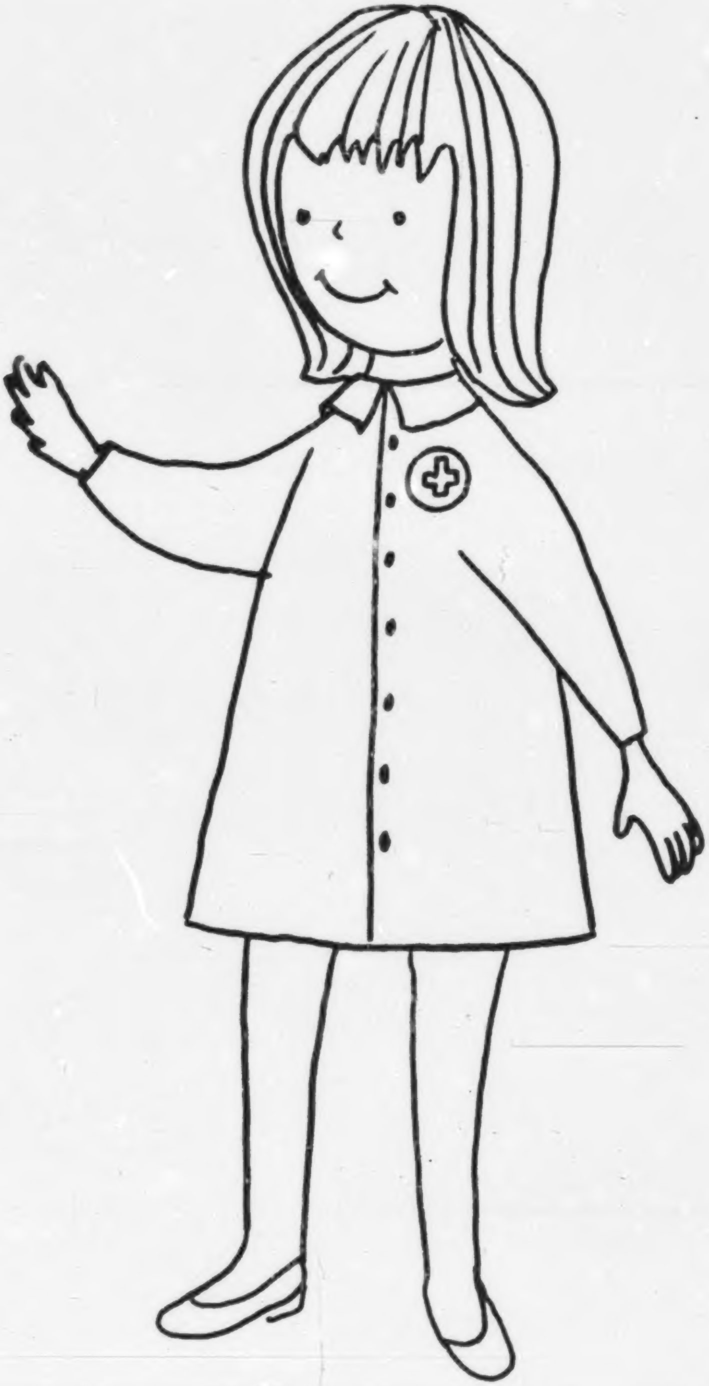

Nurse

Mrs. keepwell

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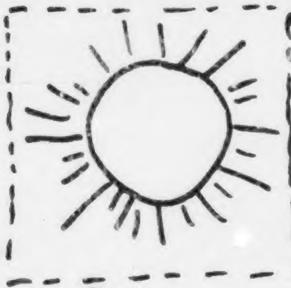
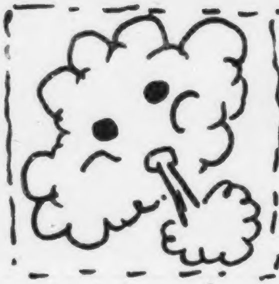
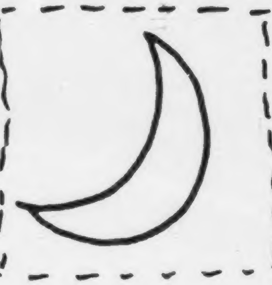


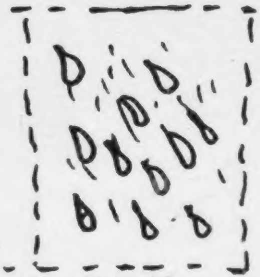
SUN



wind



MOON



RAIN

What?

Cut out the pictures and paste them in the box with the correct number.

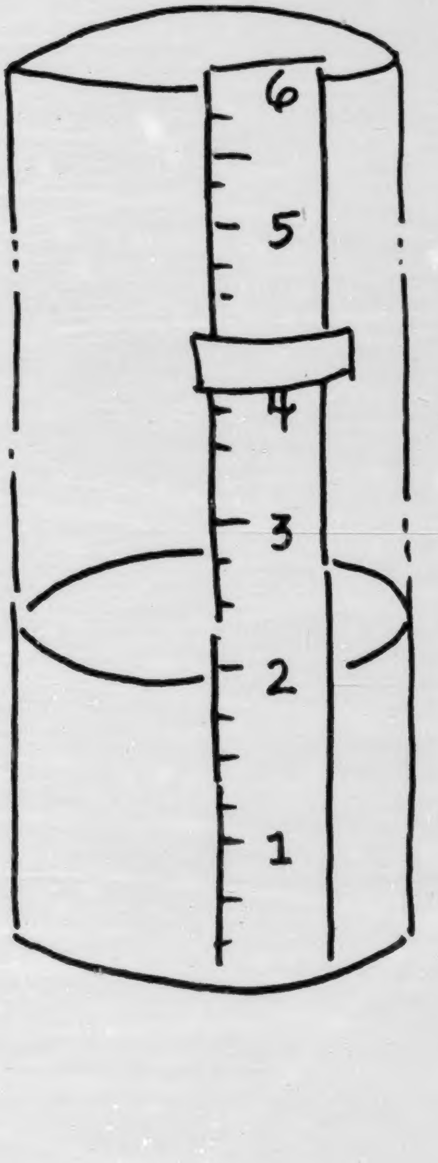
1. What is wet?
2. What is warm?
3. What makes a kite fly?
4. What shines at night?

1	2	3	4

BEST COPY AVAILABLE

RAIN GAUGE

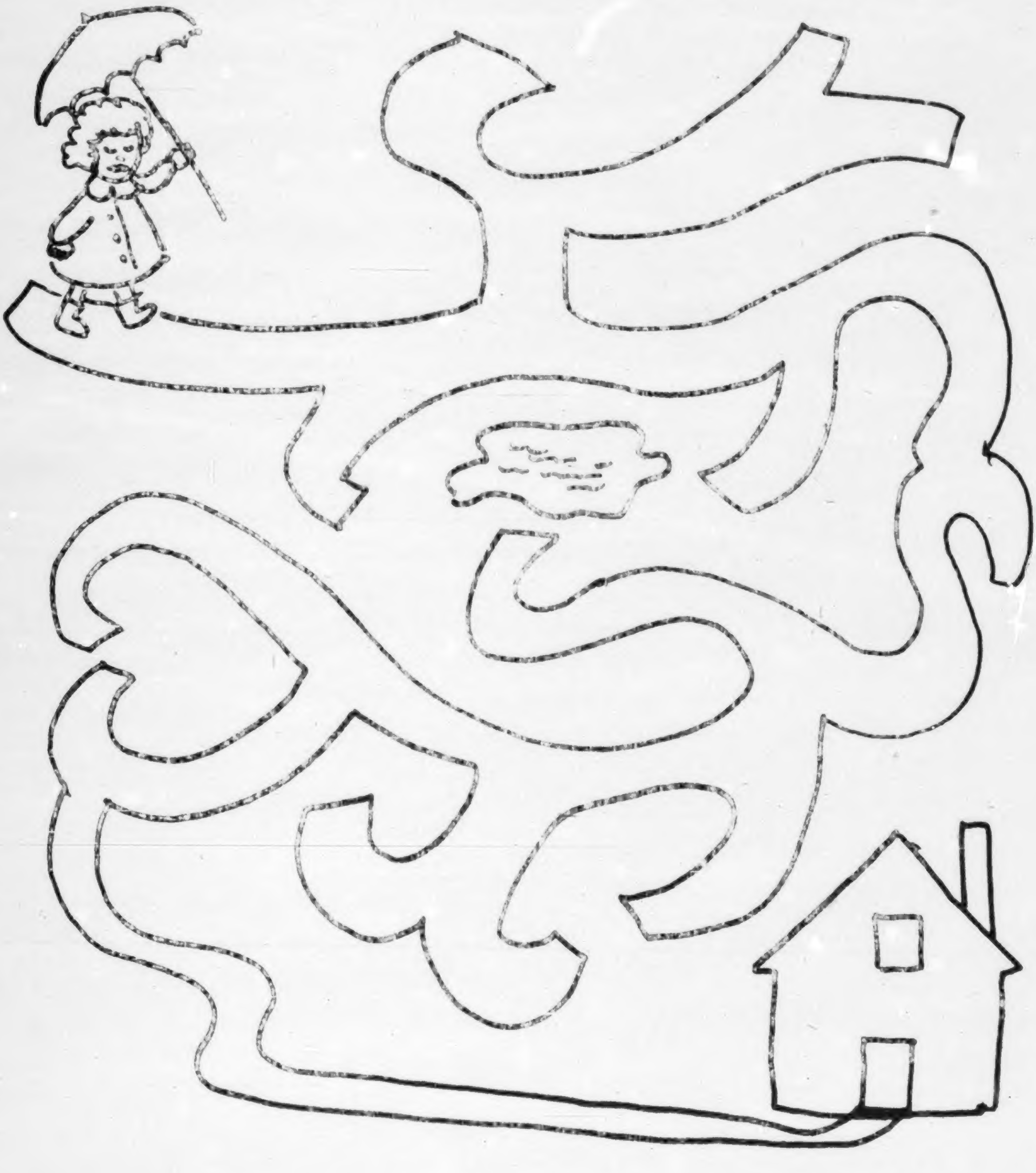
Tape a 6 inch ruler to the outside of a glass or jar with straight sides. Place the glass outside away from trees and buildings. This will measure the amount of rain fall.



122

BEST COPY AVAILABLE

SUSAN WAS AT SCHOOL. IT WAS RAINING.
HELP HER FIND THE WAY HOME SO SHE WON'T GET WET.



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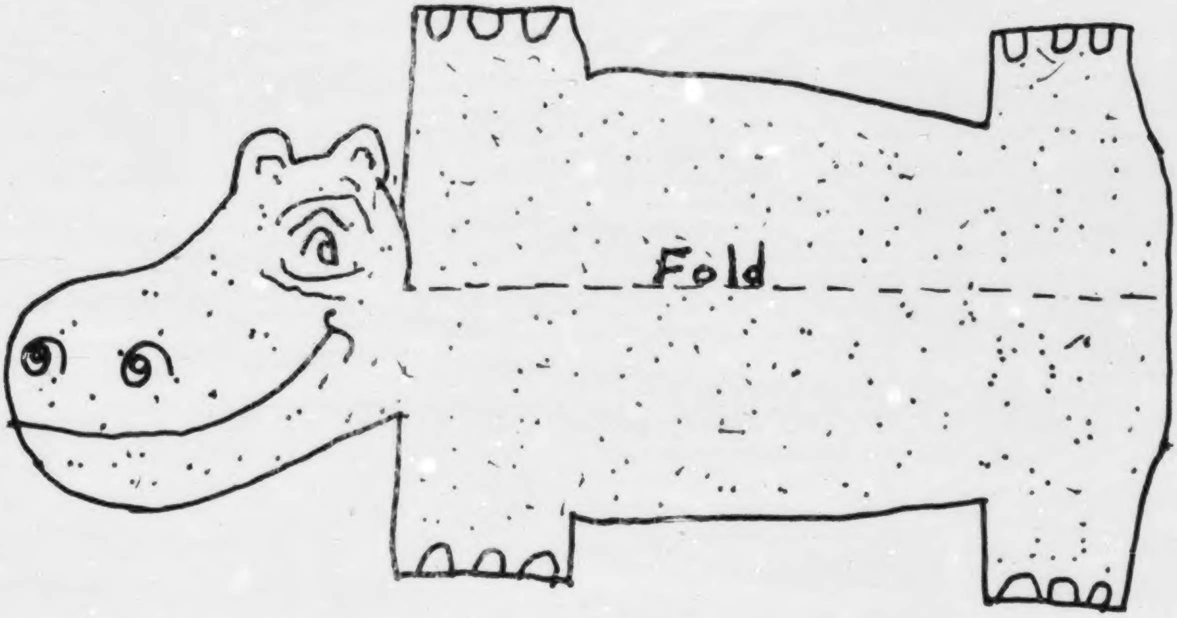
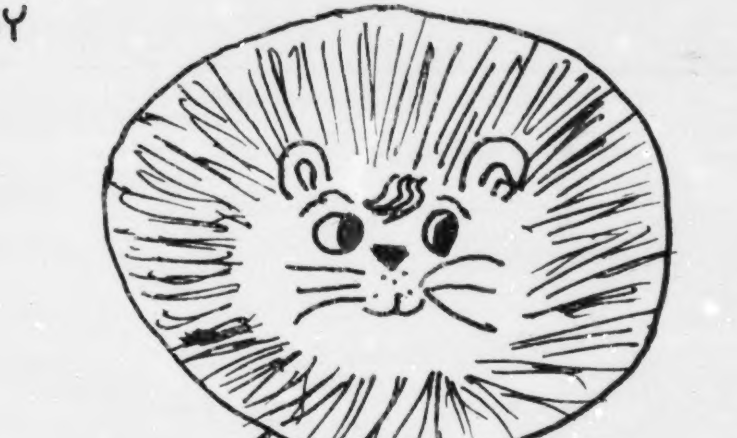
(top)



MAKE TOY ANIMALS



COLOR, PASTE ON CARDBOARD, CUT OUT AND STAND UP.

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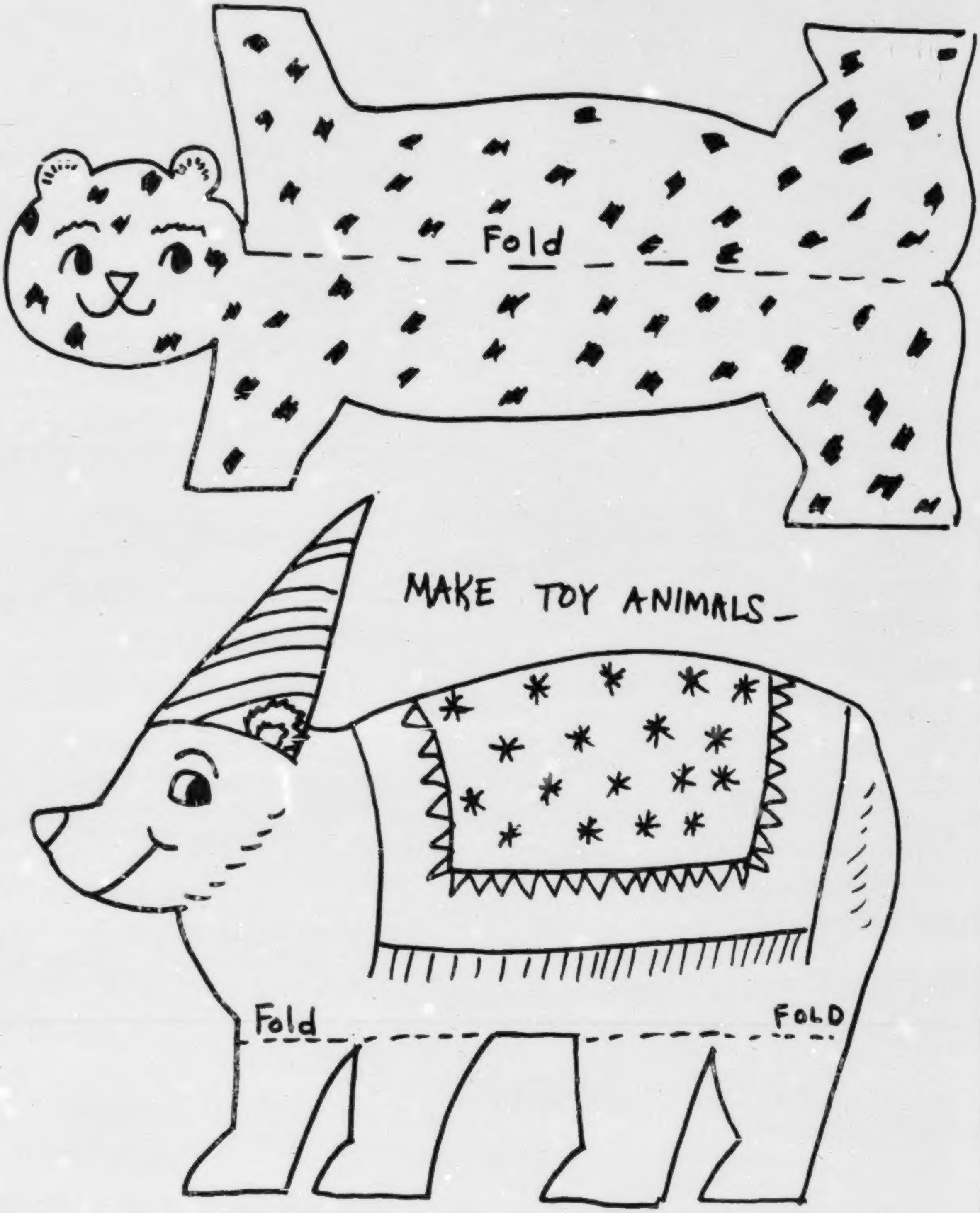
MAKE TOY ANIMALS -


Fold
Fold
FOLD

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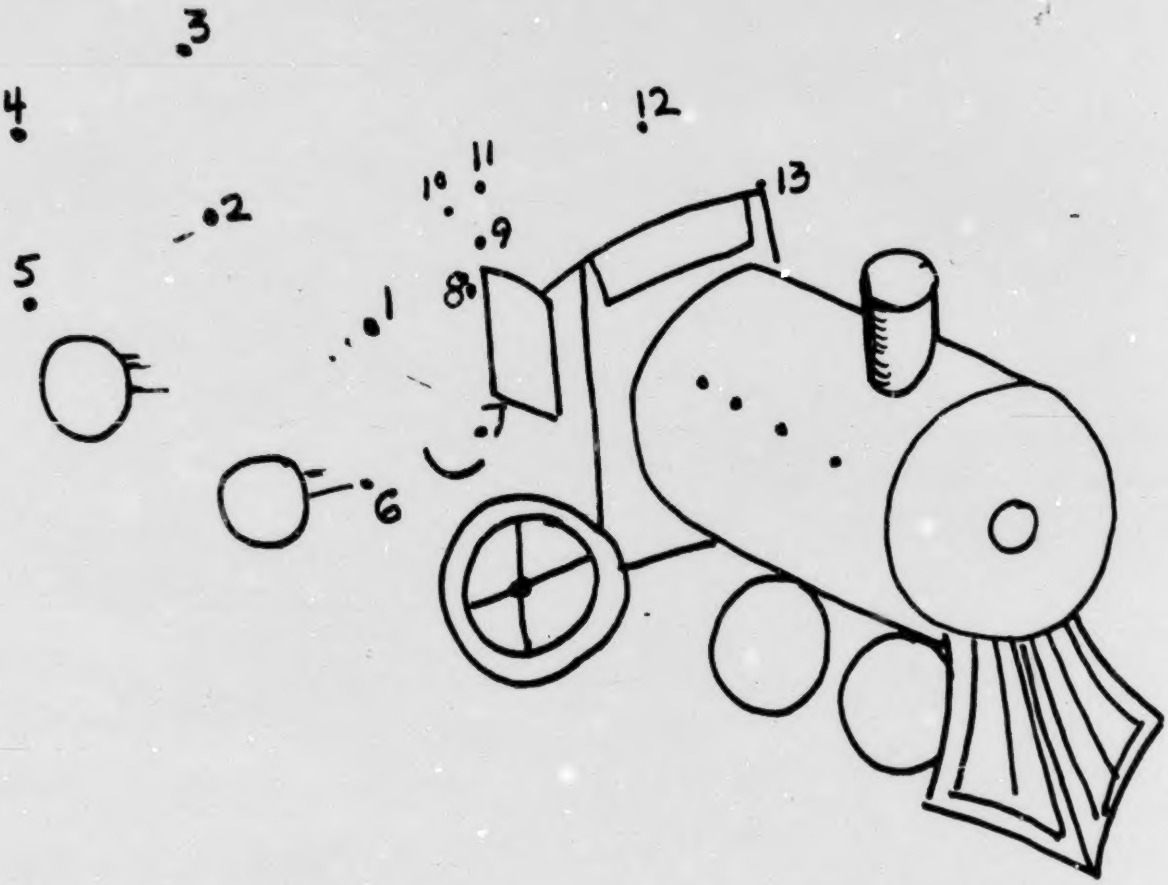
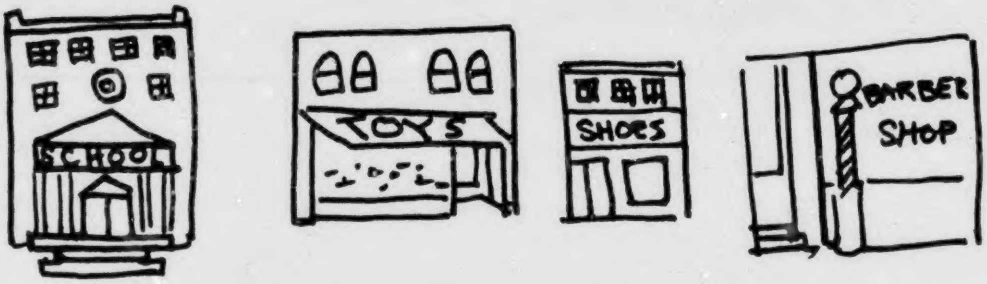
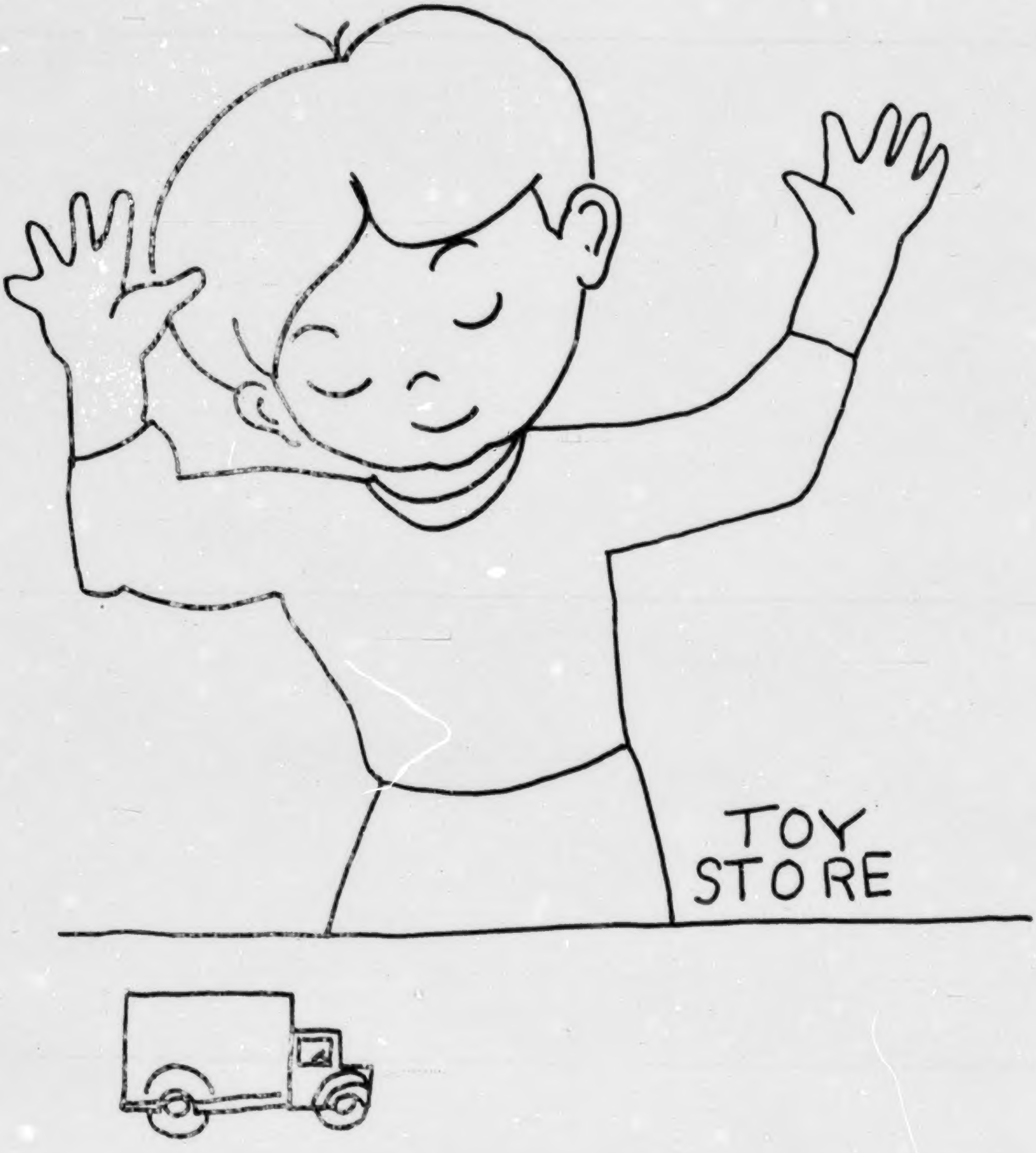
TOY TRAIN


1
2
3
4
5
6
7
8
9
10
11
12
13


SCHOOL
TOYS
SHOES
BARBER
SHOP

BEST COPY AVAILABLE

MAKE MORE TOYS IN THE STORE.



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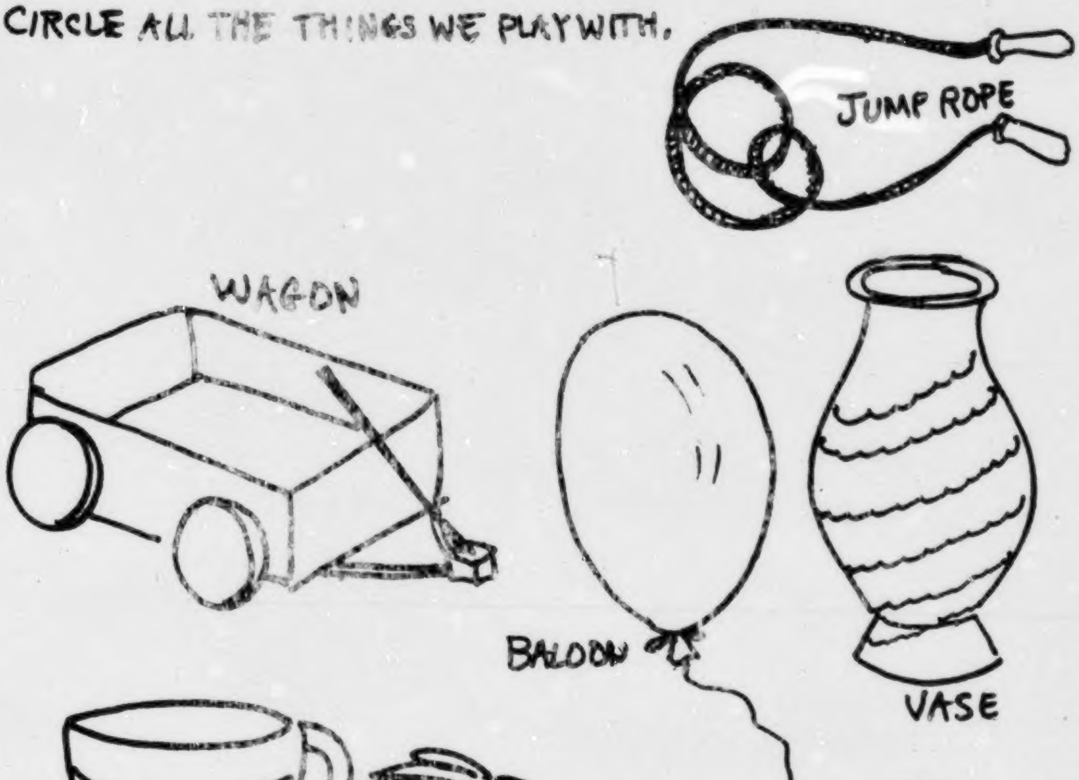
WE PLAY WITH TOYS.
CIRCLE ALL THE THINGS WE PLAY WITH.


JUMP ROPE
WAGON
BALOON
VASE
CUP
BALL
STORY BOOK
JACK-IN-THE-BOX
BOOK
MOUSE

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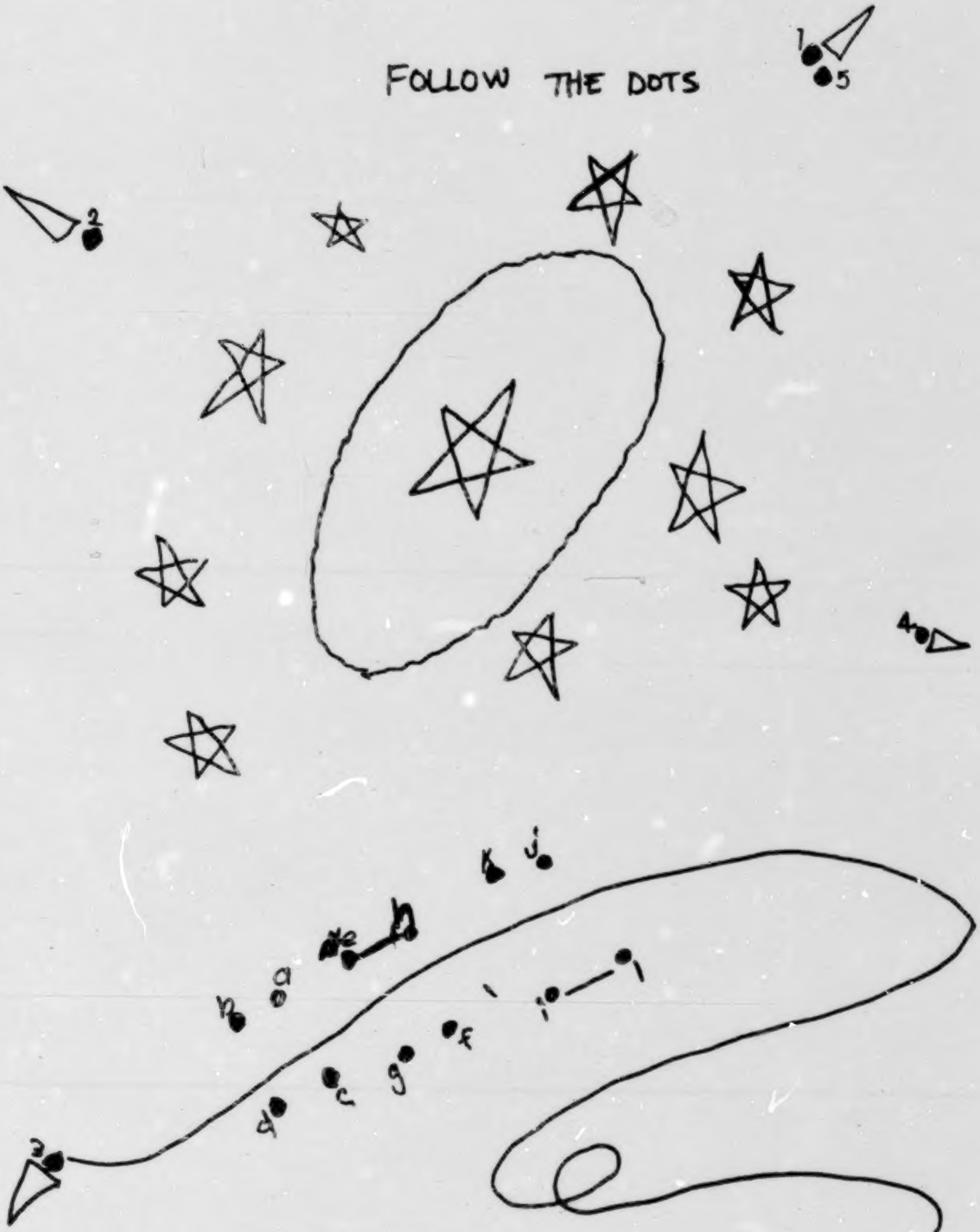
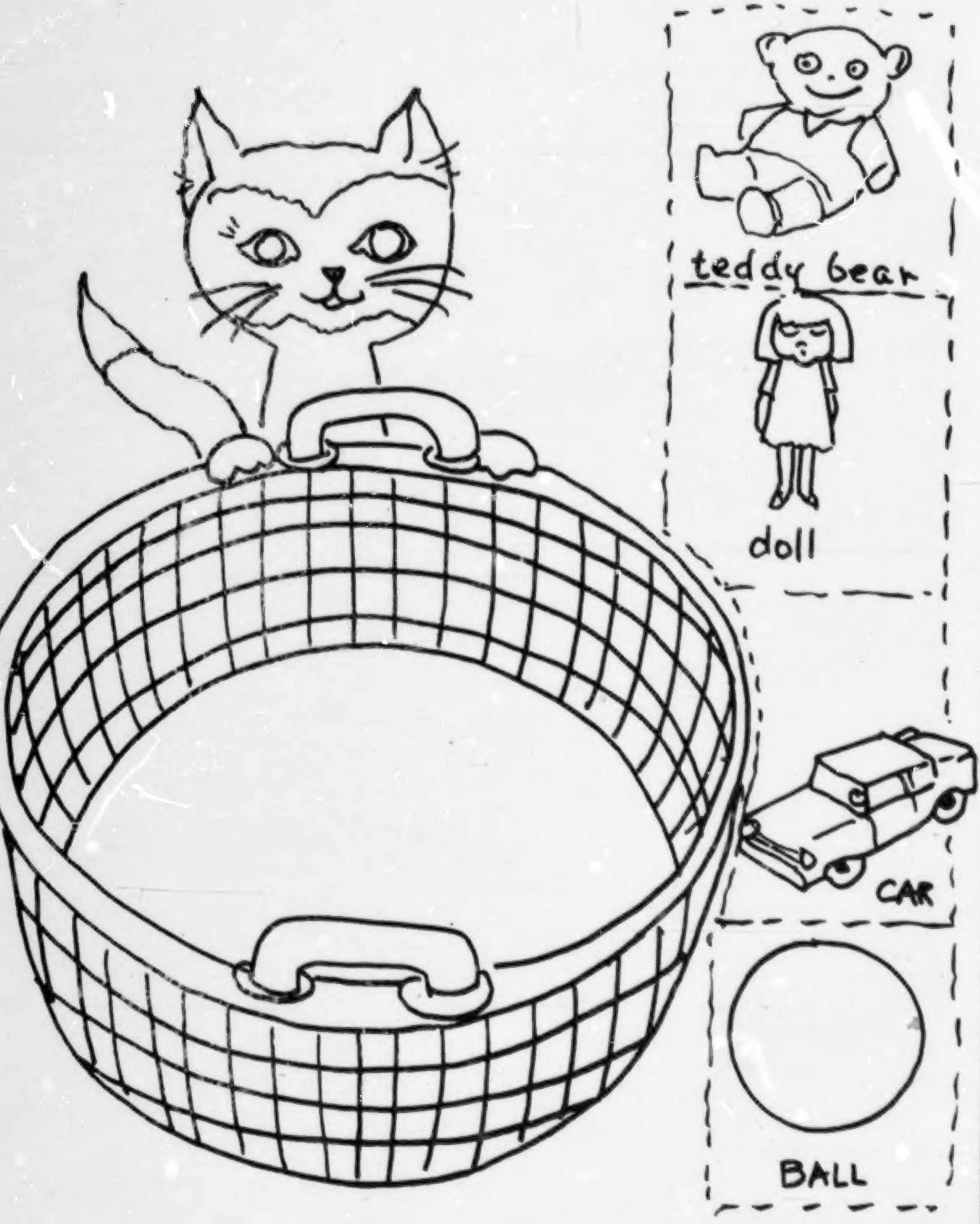
FOLLOW THE DOTS


1
5
2
4
3
a
b
c
d
e
f
g
h
i
j
k
l

MAKE THIS TOY

BEST COPY AVAILABLE


teddy bear
doll
CAR
BALL

UNIT DEVELOPMENT PACKETS

GRADE ONE

"Banking" by Frances Benoit

"Railroad Workers" by Frances Benoit

"Supermarket Workers" by Frances Benoit

"Farms" by Leverta Frank

"Home Builders" by Frances Benoit

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GRADE: TWO
SUBJECT AREA: LANGUAGE ARTS, SOCIAL STUDIES, PHYSICAL EDUCATION, READING

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES A PERSON TO ENTER INTO AND FUNCTION IN THE WORKING WORLD.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify many ways in which he is different from his peers.	Stand two students in front of room. Ask rest of students to tell you in whole sentences how these two students are alike and how they are different. This may be repeated with several pairs of students. Teacher may point out that it is good to know as much as we can about ourselves. Place pictures of different activities around the room. Each child may select an activity he likes. Teacher points out that because each individual is different, each likes to do different things. Use "What I Want to Be" pictures for evaluation of each child's growth in understanding self and careers. Play a game: The children may "brain storm" the word cooperation. Ask the child to say the first thing that pops into his head when you say cooperation. Discuss with children likenesses and differences in their responses. Have students select questions to human behavior and answer those he feels account for his individuality or distinctiveness. Read the poem: "Tommy" by Gwendolyn Brooks, Moving Ahead, pp. 38-39. Read "One Little Drum," in Moving Ahead, pp. 106-114 from text.

RESOURCES

Pictures.

Glue.

Paint and brush.

Helen M. Robinson, Moving Ahead, Scott, Foresman and Company, pages 32-37, 38-39, 92-97, 106-114.

Helen M. Robinson, More Power, Scott, Foresman and Company, 1968, pages 5-9, 61-66, 86-90.

Music:

"Clap Your Hands," Making Music Your Own, 1967.

"My Shadow," Making Music Your Own, 1967.

Picture Story Sets:
A. "Myself"

The World Around Me (Filmstrip, cassette and teacher's guide)

Books with records:
- Watch Me Indoors
- Watch Me Outdoors
- Your Body and You

EVALUATION

Present each student with a "self-checklist":

Code ( )

I like to:	YES	NO
be outdoors.	___	___
be indoors.	___	___
draw pictures.	___	___
talk to people.	___	___
be by myself.	___	___
help people.	___	___
work with machines.	___	___
do things where I can.	___	___
move around.	___	___
work with my hands.	___	___
try new things.	___	___
make up things.	___	___
build things.	___	___
collect things.	___	___

Have children compare the results of their checklist with others in their class to discover likenesses and differences.

Develop indiviual books of drawings with captions on different pages such as:

a. Things I play with
b. Things I'm afraid of
c. Things I'm not afraid of
d. Things I like
e. Things I can't do now
f. Things I would like to be
g. Things I would not like to be
h. Things that make me laugh
i. Things that make me cry.

Have children draw and paint pictures of what they want to be when they grow up. They may write simple stories to accompany pictures. The pictures and stories may be placed in a book.

GRADE: TWO SUBJECT AREA: LANGUAGE ARTS, ART, SOCIAL STUDIES, MUSIC

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS A PLACE IN SOCIETY

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will state different jobs done by each family member and why each job is necessary. The child will be able to listen to and comprehend a story involving members of more than one family as stories about families are read to them.	1. Students will bring pictures of each member of the family as a start for discussion. (Display pictures.) 2. Children, in discussing their individual families, will realize that there may be many members or few members in a family group. 3. Children will draw pictures of members of their family. This can be done as group or individual pictures. 4. The student will cut out pictures from magazines to stimulate and guide oral discussion of family members. 5. Pictures collected by students will be used to reflect the type of work done by various members of the family. 6. Tasks the children can perform in the home will be discussed orally and listed on a flannel board. 7. Children will draw and paint pictures of their families at work. 8. The children will prepare a scrapbook to illustrate work activities which are satisfying to him. 9. The children will prepare a play T.V. filmstrip on different families. Each child will describe the job of working members in his family. He will also describe his job as a family member, and tell why he enjoys it or why he doesn't.

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RESOURCES	EVALUATION
Miscellaneous: Poster; magazines; paint or other art material; pictures of family members, children performing simple tasks, men and women adolescent workers; scissors; glue; box; broom or mop stick. Books: Robinson, Helen M., More Power, Scott, Foresman and Company, 1968, pp. 20-26; 30-35; 52-58; 70-76; 79-84. Robinson, Helen M., Moving Ahead, Scott, Foresman and Company, 1960, pp. 13-20; 56-62; 63-68; 77-81. Oliver E. Byrd, M. D. and Others. Health, Laidlaw Brothers Publishers, 1966, p. 102; 106-113. Robinson, Helen M., Ready to Roll, Scott, Foresman and Company, pages 77-84. Read and Write, pages 52-55. Book 1, Part 2. Mother Goose Rhymes in the School, Foresman. First Talking Story Book Box. My Family and Other Families, Bowmar.	1. Give oral test on "How Families Are Alike and Different" from T.V. project which prepares on different families. 2. Collect pictures from old books and magazines and make booklets of members of a family or bring in pictures of their own family and make a booklet. The children may write stories about each member in his family. 3. Role play "Wendy's Family."

GRADE: TWO
SUBJECT AREA: LANGUAGE ART, ART, SOCIAL STUDIES, MUSIC

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS A PLACE IN SOCIETY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
(Continued)	10. Through role playing students may act out worker roles of family members. 11. Sing and act out song, "Farmer in the Dell." Substitute Father for Farmer. 12. (Game) Finger play: Sheet on directions for the play is attached. 13. Project: "Lids for Kids." Arrange for a collection of hats or head gear representative of a number of workers. 14. Introduce story "Where's Wendy?" pp. 77-84. Have students name members of her family. Ask, "Is your family like Wendy's family"? after they have had a chance to browse through the pictures in the story. Read the story to them and discuss orally parts of the story they enjoyed most. Have the class bring in old clothes, and act out the part they enjoyed from Wendy's family. Make a list of some of the things they would like to be when they grow up.

RESOURCES	EVALUATION
Film:	
"Family Teamwork and You" Aims Instructional Media.	
Filmstrips:	
"Manners at Home"	
"What Do Fathers Do?" Kunz Inc.	
"Schools, Families, Neighborhoods around the World," Field Education Publishers Teachers Manual and Record.	
"Safe and Sound at Home"	
"Good Manners" Series.	
Poems:	
"In a Helping Way" "Helping Day," Following the Leader, David C. Cook Publishing Co., 1960.	
Picture Prints:	
Set SP-125 A Family At Work and Play	
1. Family Visits the Zoo 2. Leaving for School 3. Family Shopping for Shoes 4. Mother Works in an Office 5. Father Works in a Printing Plant 6. Family Activities at Home 7. Family Responsibilities	

GRADE: TWO

SUBJECT AREA: ART, LANGUAGE ARTS,
SOCIAL STUDIES, MUSIC,
INDUSTRIAL ARTS

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will identify members of his family and one job each member does.	Ask pupils to draw a picture of the place where he lives and label it. Place individual picture on chalkboard. Through oral discussion have the students point out likenesses and differences of homes and why these exist. Pupils may also tell what he likes best about his own home. Have pupils collect pictures from books and magazines of different kinds of homes. Let them make a large dictionary of homes. Use title, "Different Kinds of Homes." Use for discussion. Ask pupil to take a picture of his own home and discuss it with the class. Guide pupils to make a scrapbook of homes. Have children build different homes using simple materials. Pupils may use simple materials such as milk cartons or other boxes to build models of wooden homes. Sample pictures of some homes are attached. (See Appendix pages 148-150.) Take a field trip to view a mobile home.

RESOURCES

Pictures, books, magazines, colors, paper, and pencil.

Books:
- Davoisin, Roger E., The House of Four Seasons, Lothrop, 1956.
- Carter, Katherine., The True Book of Houses, Children's Press, 1957.
- Robinson, Helen., More Power, Scott, Foresman & Co., 1968, pp. 20-26, 52-58, 70-76, 79-84.

Music:
- "The Bed," Making Music Your Own, 1967, page 124.
- "The Carpenter," Making Music Your Own, 1967, page 22.
- "Old House," Making Music Your Own, 1967, page 24.

Filmstrips: Houses

Robinson, Helen M., Moving Ahead, Scott, Foresman & Co., 1968, pp. 40-47, 98-104.
Health, Laidlaw Brothers Publishers, 1966, pp. 106-113.

"Let's Build a House," Churchhill Films.
"The New House," Coronet Films.
"City Community Worker's Series," Curriculum Filmstrips.
"Families Around the World Series," Encyclopedia Britannica Films.

The Biggest House, Ash-Steck.

How We Get Our Homes
226 "Planning the Home"
227 "Building the Foundation"
228 "Building the Shell of the Home"
229 "Finishing the Home"

EVALUATION

Study everyday responses of children.

Observe improvements in interpretation of print and pictures and oral discussions.

Studying the amount of accuracy of information used in activities.

Students will draw and color pictures of the following homes:

Homes	Draw Picture
1. Mobile Home	
2. Brick Home	
3. Forest Home	
4. Mountain Home	
5. Eskimo Home	
6. Tree Home	

GRADE: TWO

SUBJECT AREA: SOCIAL STUDIES, ART,
LANGUAGE ARTS, MUSIC

CONCEPT: SOCIETY

SUBCONCEPT: EVERYONE HAS AN IMPORTANT PLACE IN SOCIETY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The child will identify the school personnel and tell the duties of each. He will explain why his role and role of other personnel is important.	If possible, show children a picture of their school and label it on chalkboard. Let children make statements about what they think school is. Take a tour of the school; identify different types of rooms, such as, cafeteria, library, offices, janitors, and work area. Children may tour other classrooms later and be encouraged to learn names of the rooms of their relatives and friends. See Appendix pages 100-101. Have school workers come to the classroom and be introduced to the children. At this time, school workers may be discussed. Label photographs of workers, and let children draw a map describing tour of school facilities and workers. If possible, obtain pictures of workers from the principal or from an old year book, if workers are the same. Children will draw and paint a picture of their school. Tour the classrooms of sisters, brothers, or other relatives of students and list on the chalkboard picture of the school model. Have pupils gather pictures of other schools in the community and discuss likenesses and differences of each in comparison to their school. Have pupil secure a picture or paper doll to represent himself. These may be placed on bulletin board or freezer paper and teacher list activities or jobs which children enjoy doing at school.

RESOURCES	EVALUATION
Photograph of own school. Pictures of school buildings, play yards and classrooms of own school and possibly others. Pictures of school personnel. Byrd, Oliver E., Health, Laidlaw Brothers, 1966, pp. 22-29. Elkin, Benjamin, *A True Book of Schools*, Children's Press, 1958. "The Cook," *Making Music Your Own*, 1967, page 127. Crayons or paint and paintbrush Filmstrips School Workers Schools	From mimeograph sheet, ask pupils to match workers' role and position. Sheet is attached. Have children compare pictures of school yard to their own and list likenesses and differences. Let pupils list ways in which they can keep their playground safe and clean. From compiled booklet of pictures they have drawn on school helpers, assign a pupil to make up a story about each helper. See Appendix pages 151-152.

GRADE: TWO

SUBJECT AREA: LANGUAGE ARTS, SOCIAL STUDIES, ART, SCIENCE, READING, MUSIC

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify the different kinds of work done in a community and describe specific job families familiar to him. The student will talk about the workers who deliver things to their houses.	Place word "Community" on chalkboard and have pupils define it through oral discussion. Use pictures of different communities and have the student explain what makes them alike or different. They may also make a scrapbook on different communities. Have the students draw houses and buildings which are within their community. Have pupils draw and place models in large box to represent a community. Prepare a mural on all community workers and discuss their work activities. Color the picture after showing the Community Helper filmstrip and discussing the duties. Invite different resource people in work uniform and allow pupils to ask questions about jobs. Ask helpers to bring in tools used on job and explain how they are used. (Repeat activity for each helper if possible.) Let children write about what they want to be and compile papers in booklet form. Take pupils on a field trip and visit the building each helper is affiliated with, after worker's role has been discussed. Children will hopefully see workers engaged in work activities. Take pupils on a trip through a bank. Have an officer talk to them about banking transactions. Dramatize a scene depicting the borrowing of money. Certain children will act as bank employees while the remainder act as depositors or borrowers.

RESOURCES	EVALUATION
Robinson, Helen. More Power, Scott, Foresman & Company, 1968, pp. 14-17.	Each child will draw and discuss a picture about an occupation that his hobby and interest could lead to.
Robinson, Helen. Moving Ahead, Scott, Foresman & Company, 1968, pp. 48-54.	
Young, Helen G. Here is your Hobby, Putnam's Sons, New York: 1964.	
Chapman, Jane. Child's Book of Sewing, Greenbery Publisher, 1951.	
Books and Magazines, Crayolas or Paint, Scissors, Glue, Resource person.	
McCalls Giant Golden Make It Book, John Peter, The Golden Press, 1953.	
How to Do It Book, Ruth Adams, Dennison and Company.	
Games you can Make and Play, Paul V. Champion, Bruce Publishing Co.	
Filmstrip: "Community Helpers" Series, McGraw Hill.	
Film: "Helper, Come to Our House," Coronet.	
Film: "Helpers in Our Community" Coronet.	

GRADE: TWO

SUBJECT AREA: LANGUAGE ARTS, ART, SCIENCE, SOCIAL STUDIES, READING, MUSIC

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
(Continued)	Show how to make simple "bankbooks" for recording of deposits and withdrawals as well as play money.
	Have children draw and add banks to model community. Encourage pupils to start a savings.
	Take pupils to visit a supermarket, a bakery, or a hospital and note differences in tasks. After returning to class, pupils will categorize the various tasks or functions of personnel into job families.
	After a tour to a garage and post office, ask the pupil to identify and discuss the specific tasks connected with a service or product.
	Have pupils prepare posters of their own community. The posters will depict how the community looked one hundred years ago and how it looks today.
	Help pupils to prepare to take home a paged-sized sheet listing telephone number of police station, fire department, ambulance, hospital and other places that might be called to help in matters of health and safety.
	Encourage pupils to conduct a drive for clothing that can be donated to the Salvation Army or other organizations which distributes clothes to needy families.
	Have pupils read pp. 36-39, 45-51, 92-99, from text, More Power; pp. 48-55 from text Moving Ahead.
	Have pupils collect pictures and make posters to illustrate workers who visit their homes. These will be used for discussion.
	List letters of the alphabet and let children find a worker to match each letter. As each helper is discussed, pupils may color picture in coloring book.

RESOURCES	EVALUATION
Music:	See Appendix pages 156-170.
"In the Barnyard," *Making Music Your Own*, 1967, p. 10.	
"The Mill," *Making Music Your Own*, 1967, p. 12.	
"Cotton Needs Picking," *Making Music Your Own*, 1967, p. 6.	
"Sandyland," *Making Music Your Own*, 1967, p. 5.	
Filmstrips:	
"The Brave Little Tailor"	
"Let's Talk About Your Teeth"	
"Let's Visit the Dentist"	
"Policeman and Fireman"	

GRADE: TWO

SUBJECT AREA: LANGUAGE ARTS, ART, SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each child will explore his hobby or interest and find one occupation that it could lead to.	Ask children to name certain activities they enjoy doing at home, school, or community. List these activities on the chalkboard. Ask each child to select one activity he enjoys most and tell why. Discuss hobbies and interests: 1. What hobby or interest do you like? 2. What interest led you to this hobby? Have each child cut out pictures from books or magazines of a hobby he likes and make a booklet. Invite another class and have a hobby show. Each child will describe his hobby. Label the board "What I Want to Be When I Grow Up." Let children paste a picture of the occupation he selects on the board. Each child may tell how his hobby and interest will help in this occupation. Let children invite their parents to visit the class and discuss their hobbies. Ask each child to decide on one occupation and invite a resource person to come and discuss how his hobby and interest led to this occupation.

RESOURCES	EVALUATION
Robinson, Helen M. More Power, Scott, Foresman & Company, 1968, pp. 36-39, 45-51, 92-99. Byrd, Oliver E., M. D. and others, Health, Laidlaw Brothers Publishers, 1966, pp. 44-49. Anderson, Edna A. Community and Their Needs, Silver Burdett Company, 1967. Melmont, Elenor Rees, At the Bank. Melmont, Fichter and Reck, Alma, At The Railroad Station, 1967. Ayme, Marcel, The Wonderful Farm, Harper, 1951. On Cherry Street, Ginn and Company, 100 Ed., pp. 78-82. The Big Book of Real Trucks by George Zaffo.	Test: From prepared mimeographed sheets on community helpers and their jobs, students will match job with helper. Sample test is attached. The students will plan a T.V. program to show what is done to make the community a safe and healthful place. Given a set of nine pictures, the child should be able to identify at least five. The students will write short stories telling some ways in which people depend on others for help. They will be encouraged to use one helper from the community. Compiled pictures will be made in booklet form and used for oral discussion. See Appendix pages 153-155.

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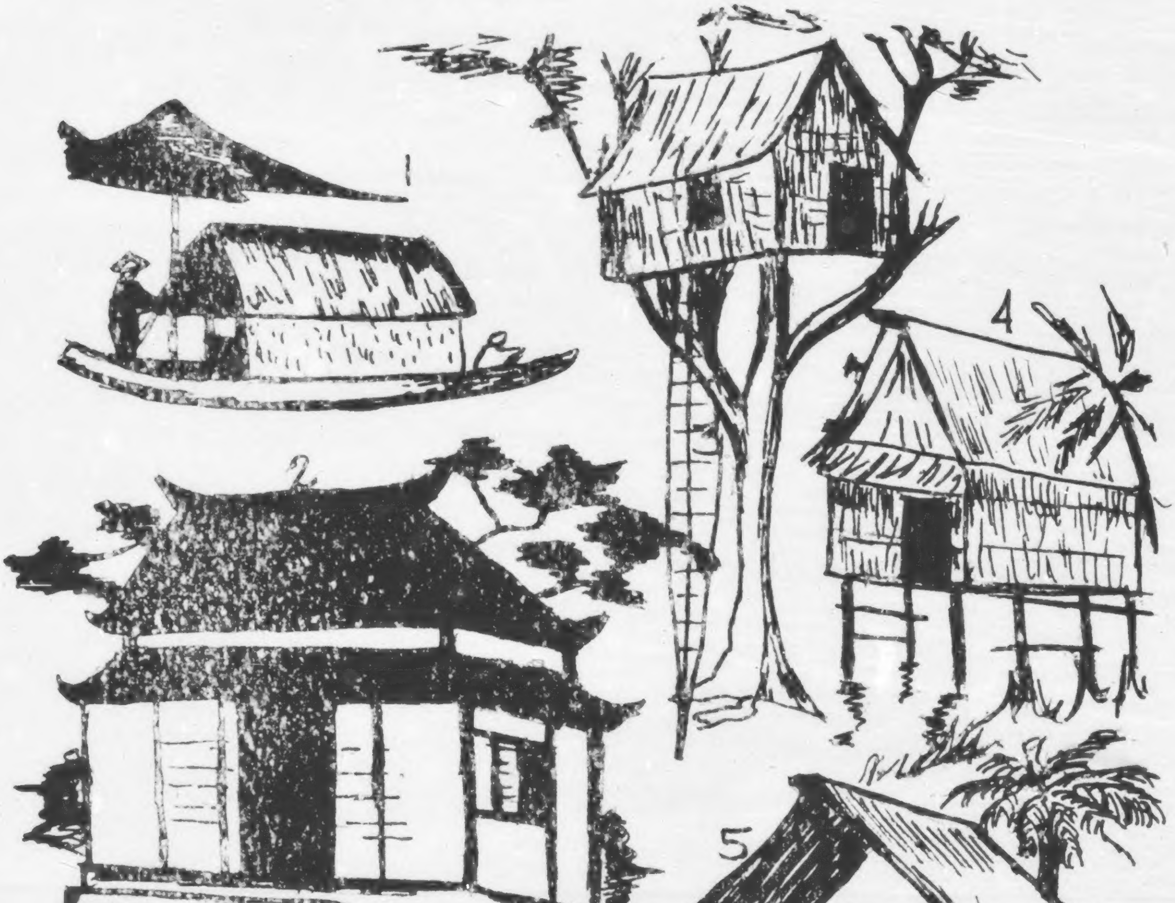

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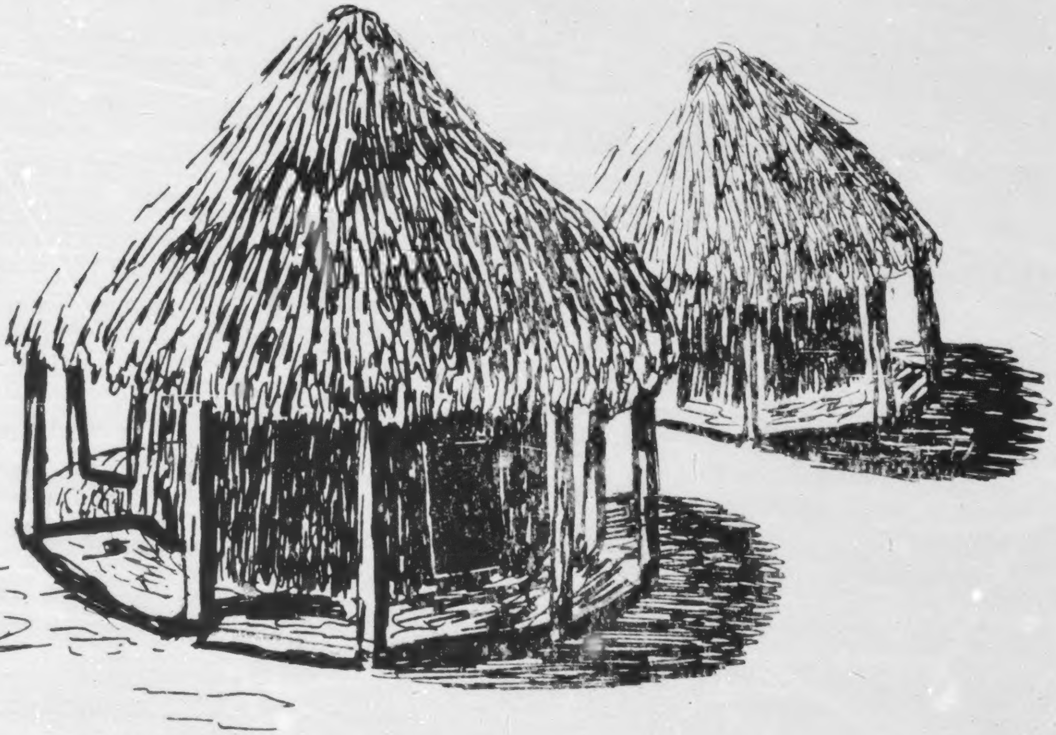
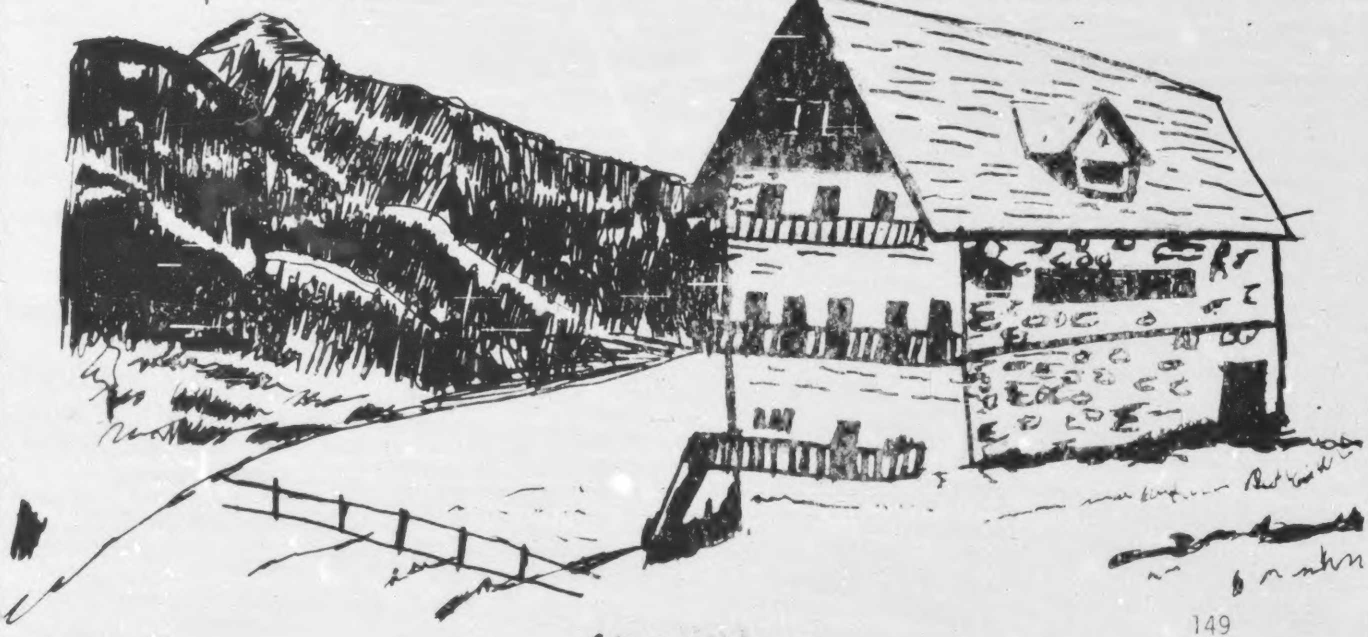
People of the forests may build homes like these.



Many homes built in the mountains are made of wood. Some are made of stone.



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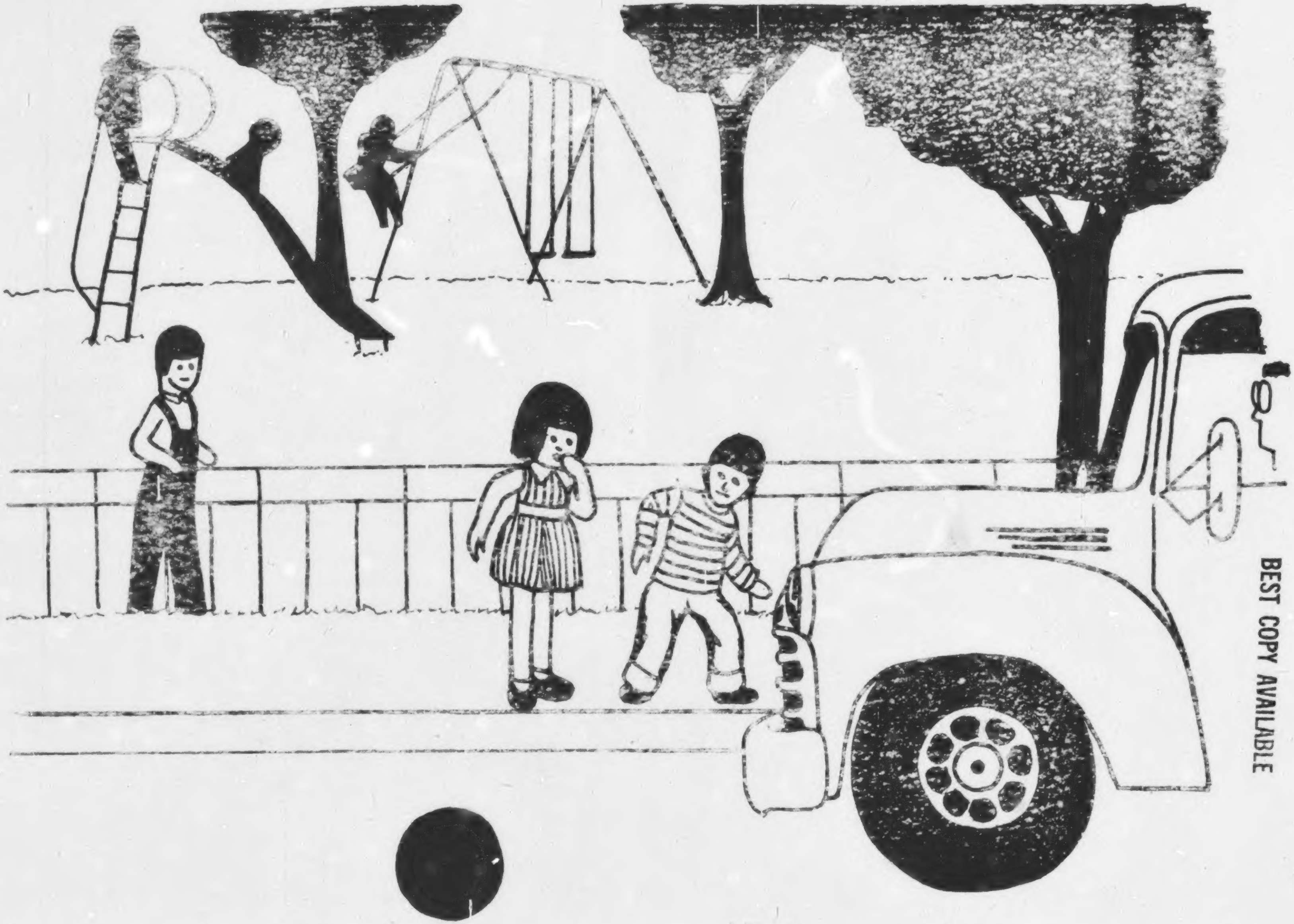

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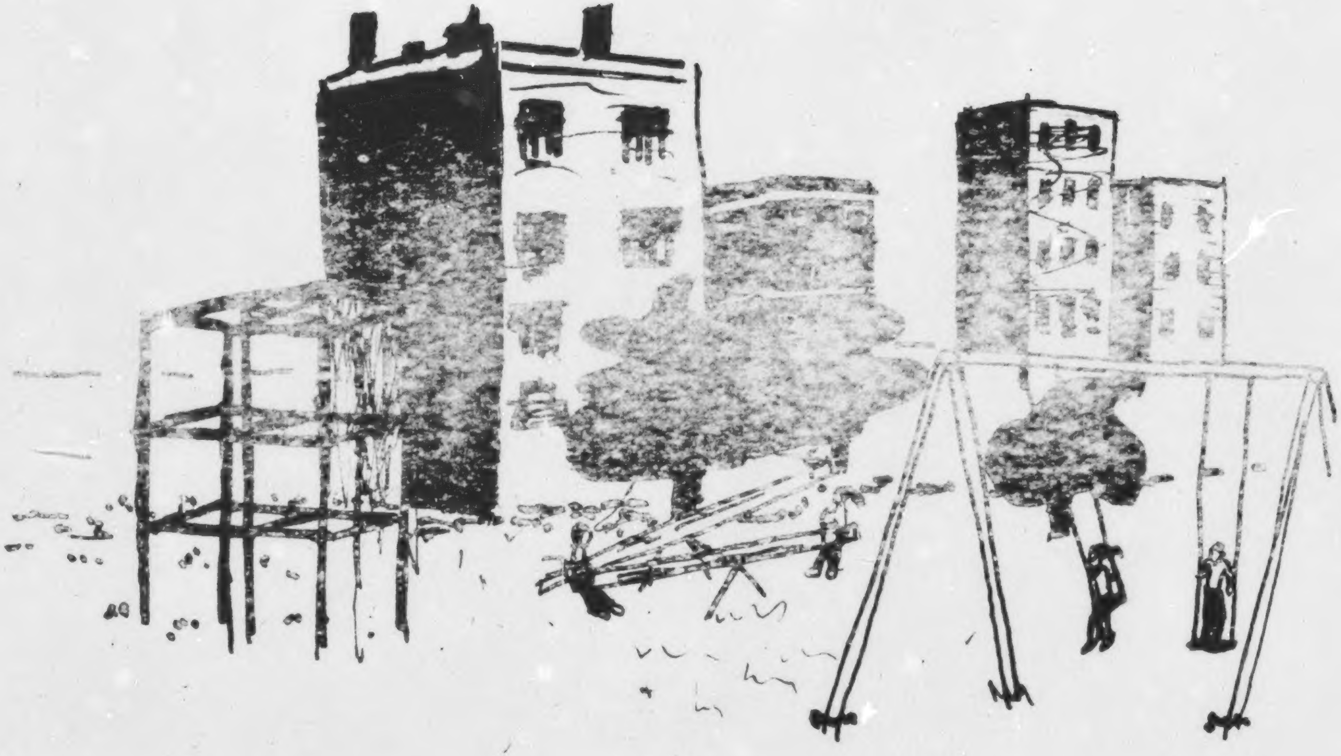

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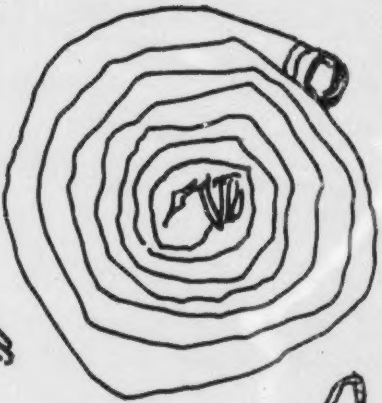

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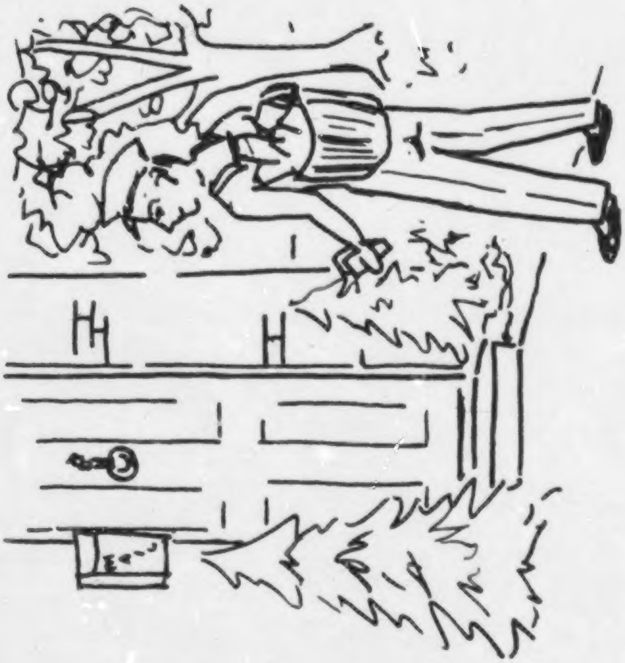

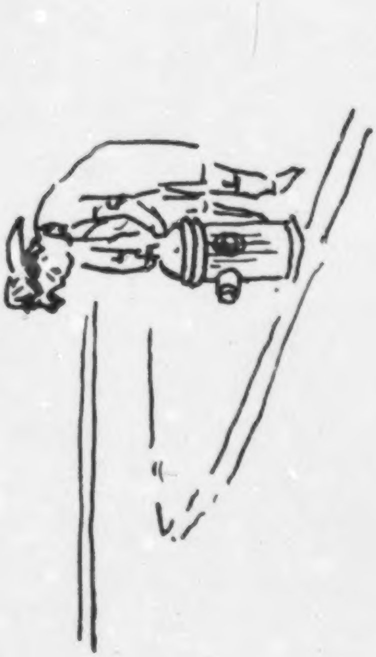

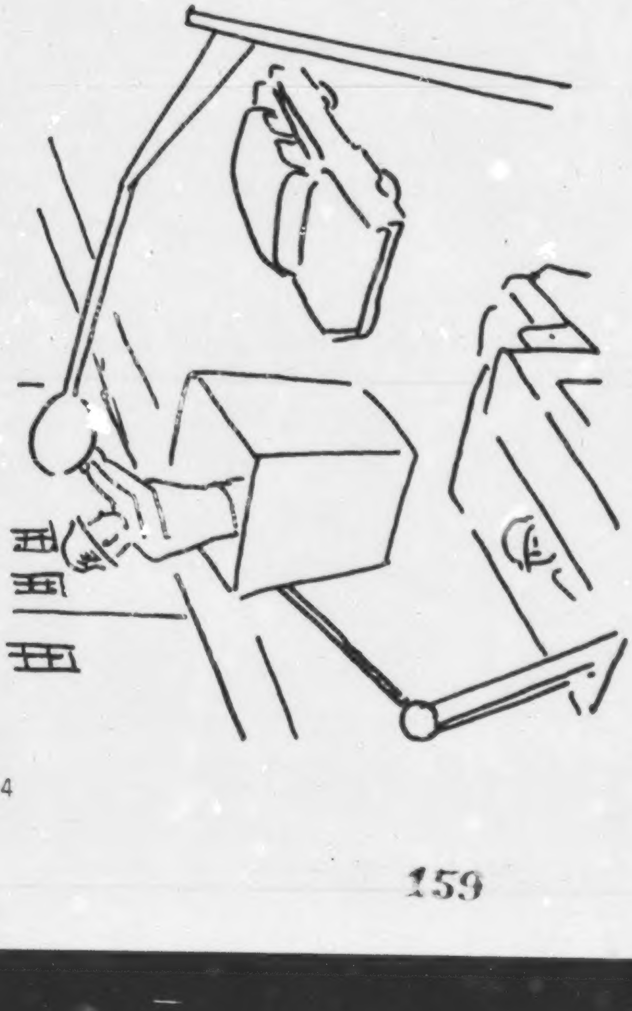

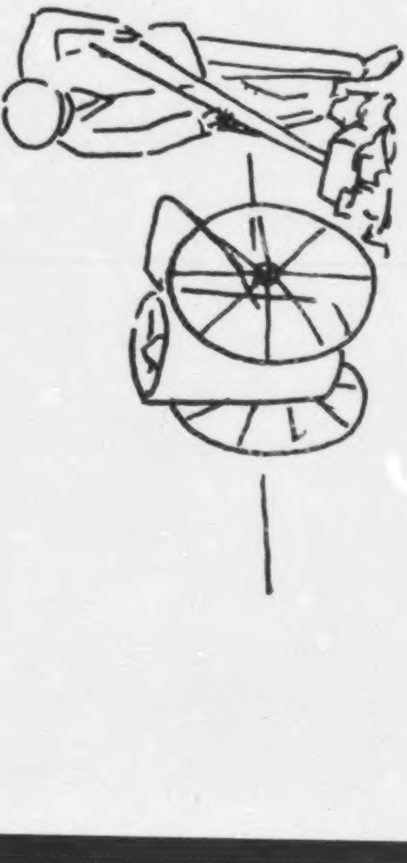

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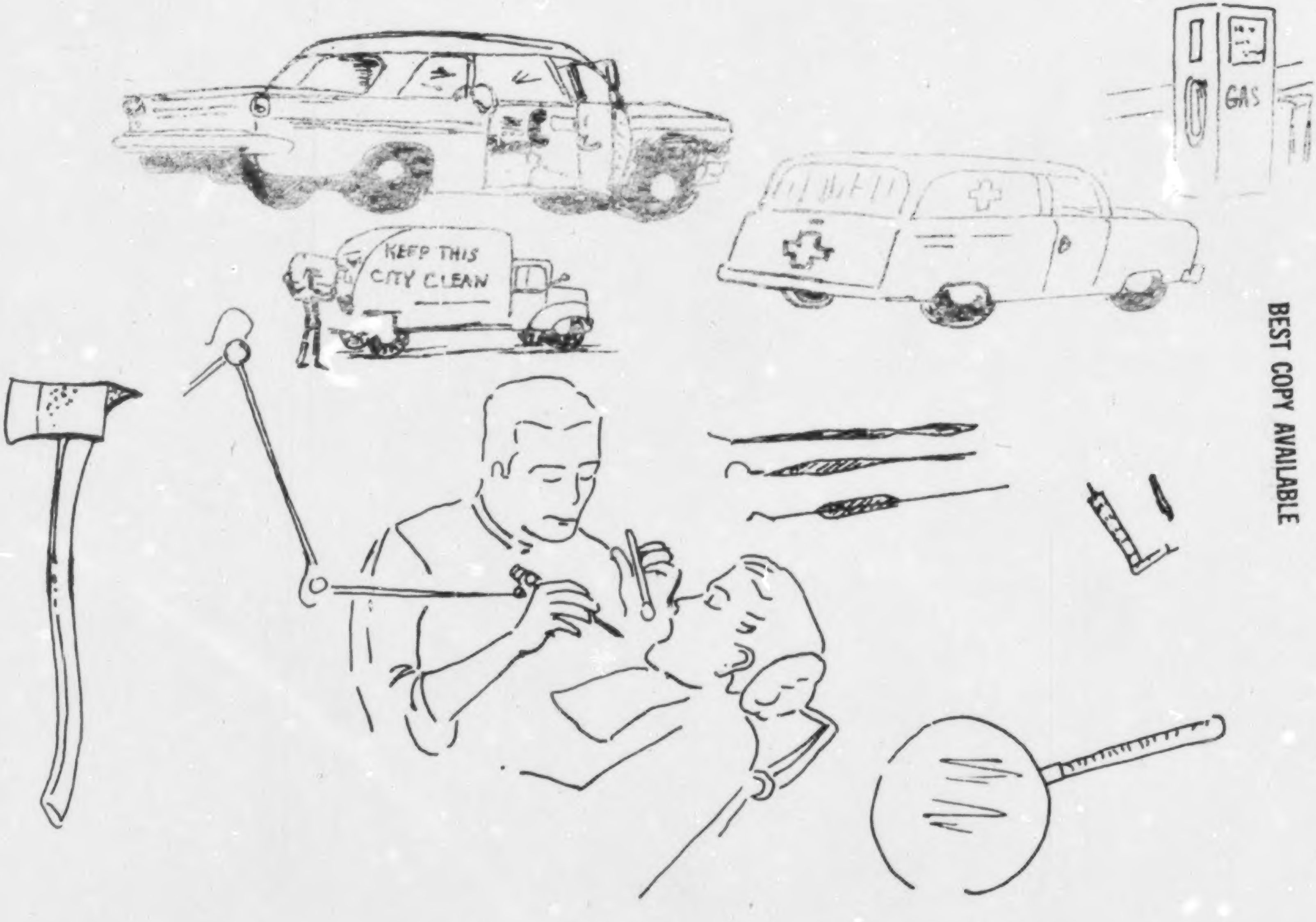
GAS
KEEP THIS CITY CLEAN

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—— The Principal

Mr DoesA Lot ——

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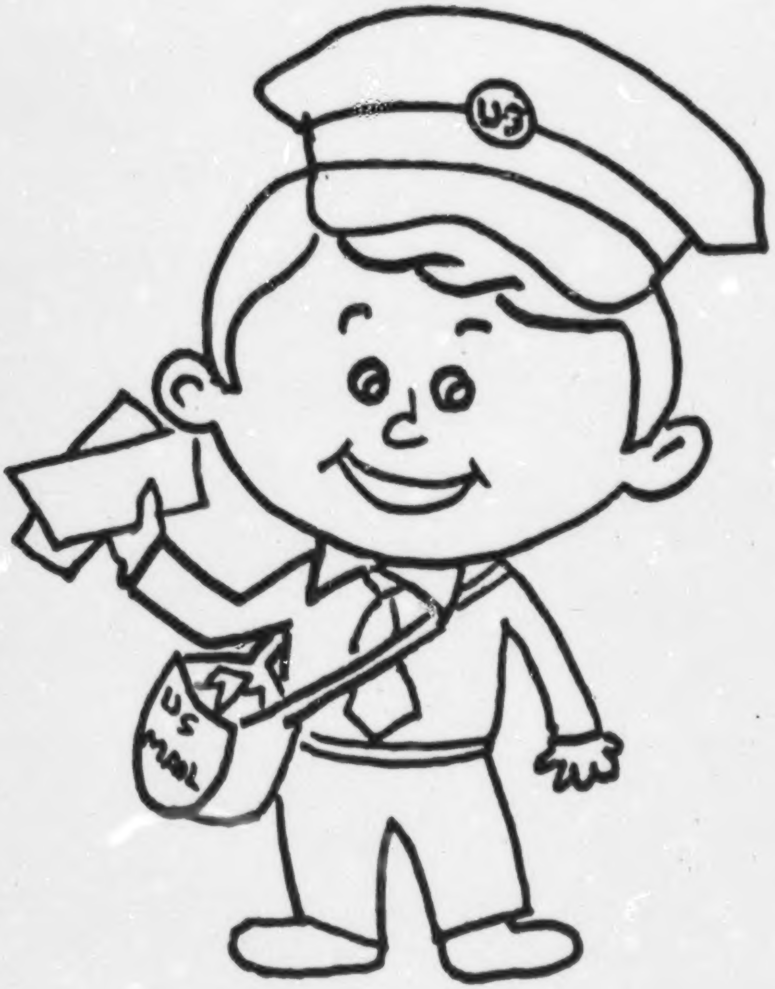

POST MAN

Mr. Letter Man

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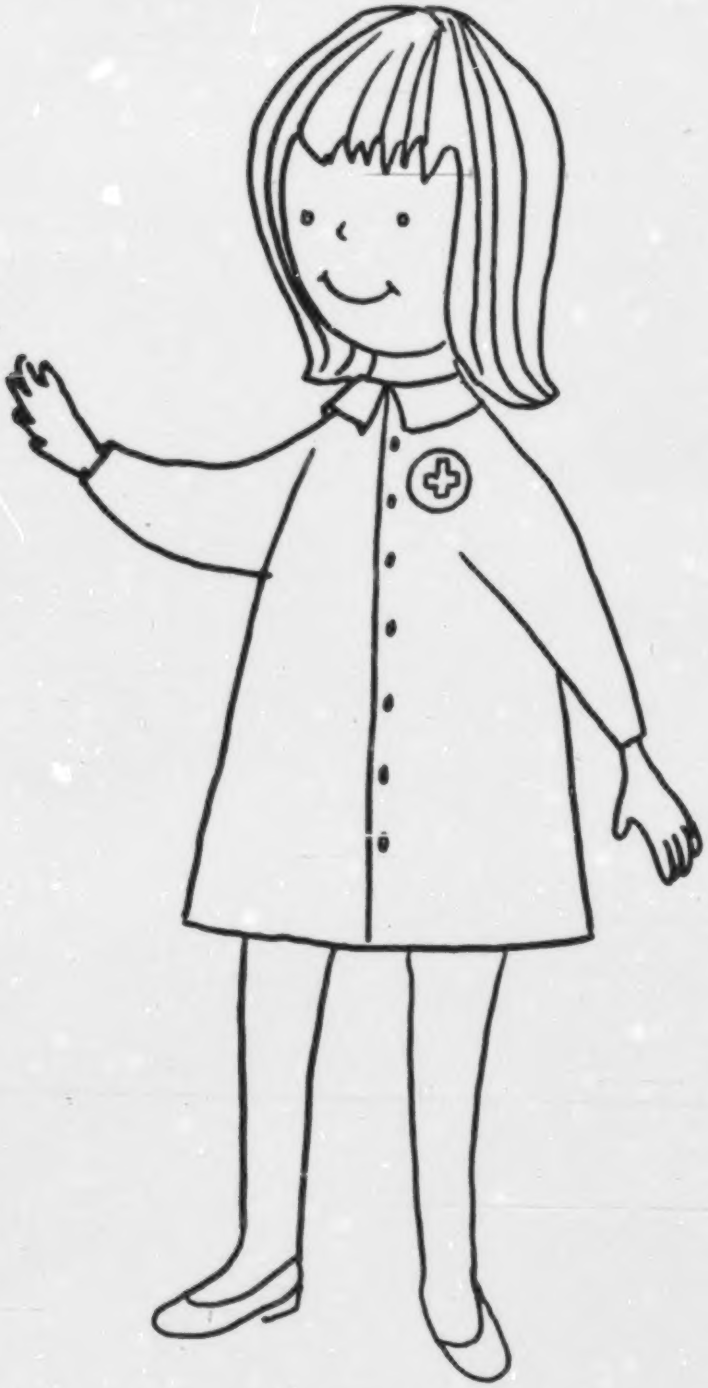

Nurse

Mrs. keepwell

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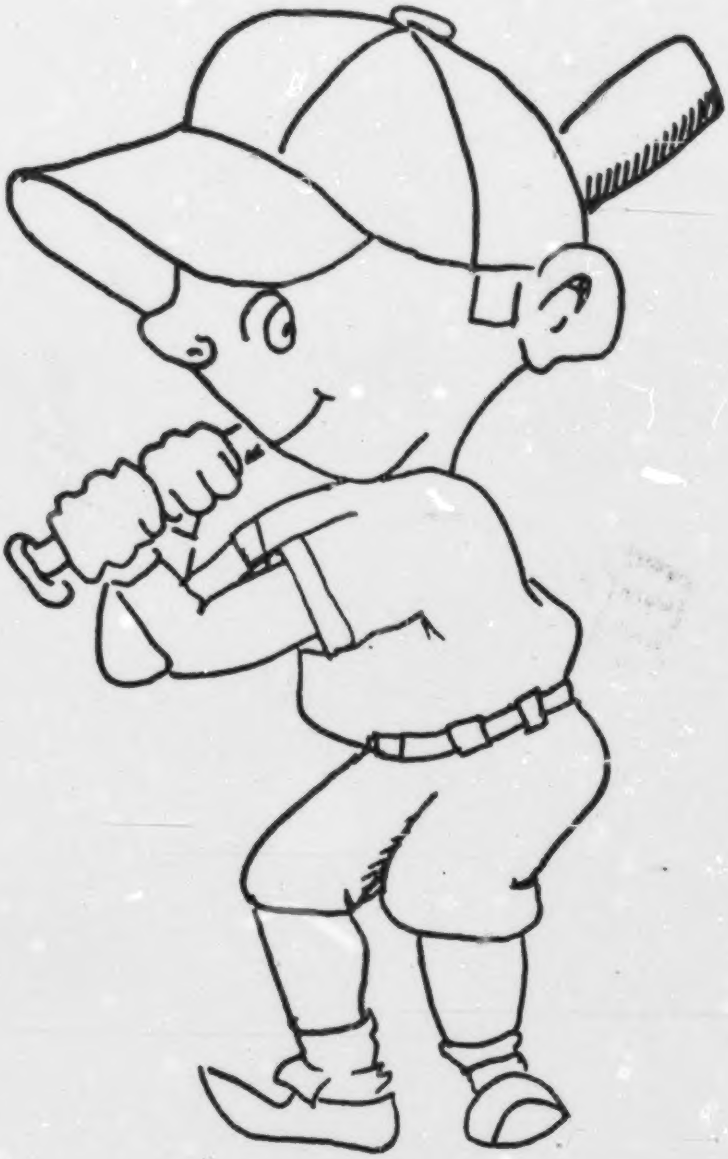

P.E. Aide

Coach Flip

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Secretary
Miss DoAll

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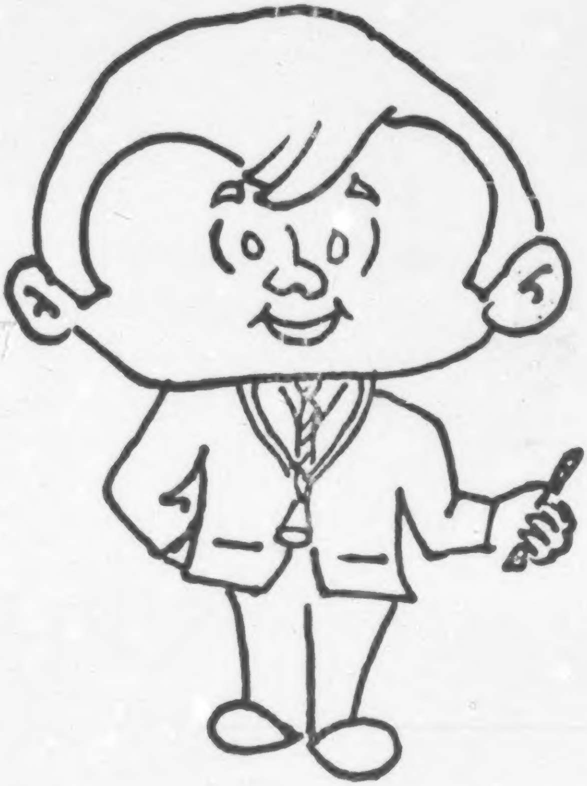

Doctor

Dr. Wellum

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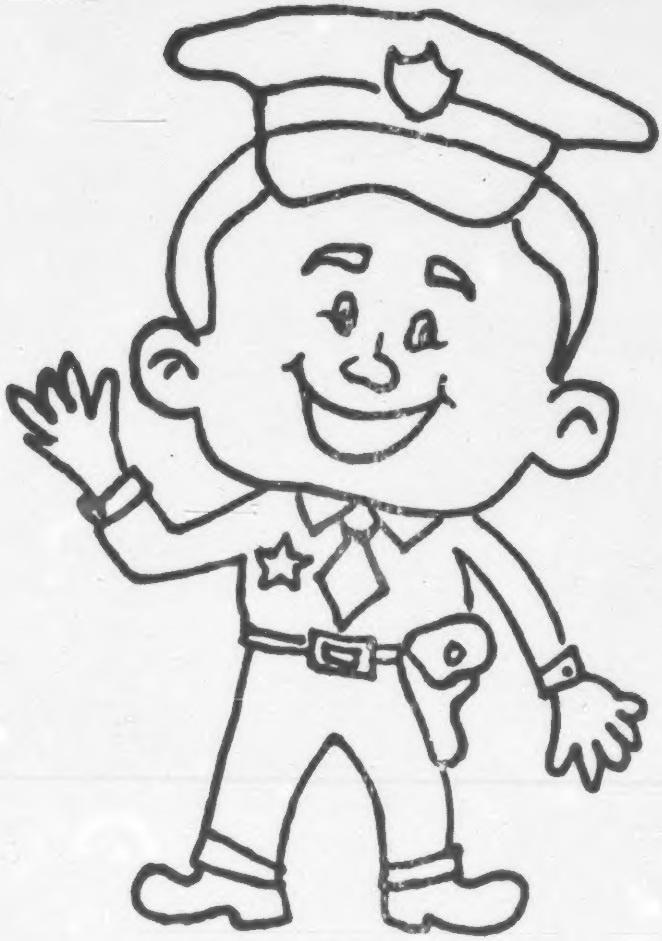

Policeman

Mr. Take Care

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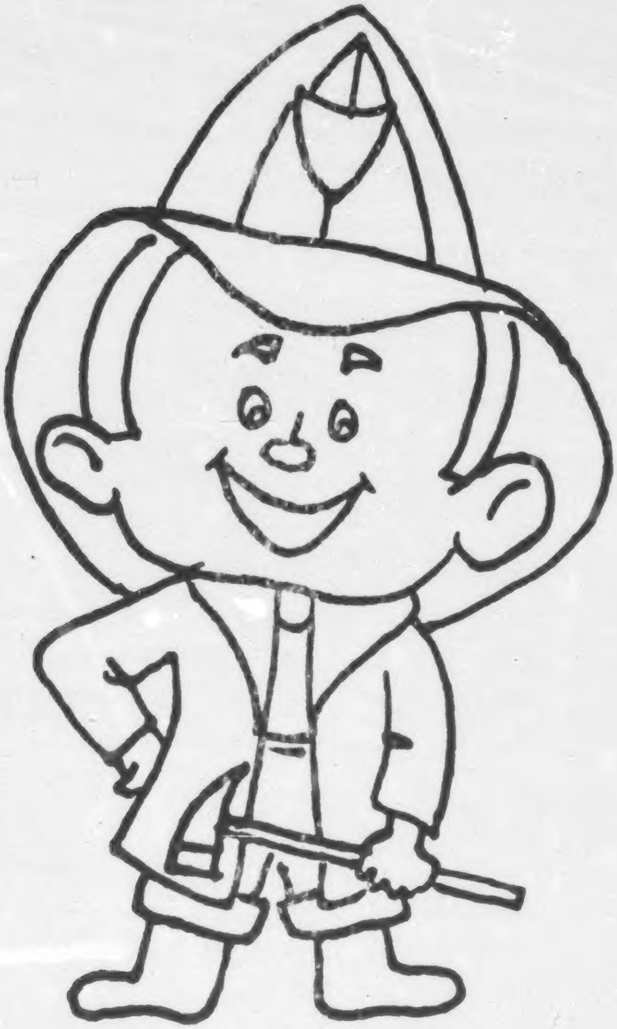

Fireman

Mr. Fire Out

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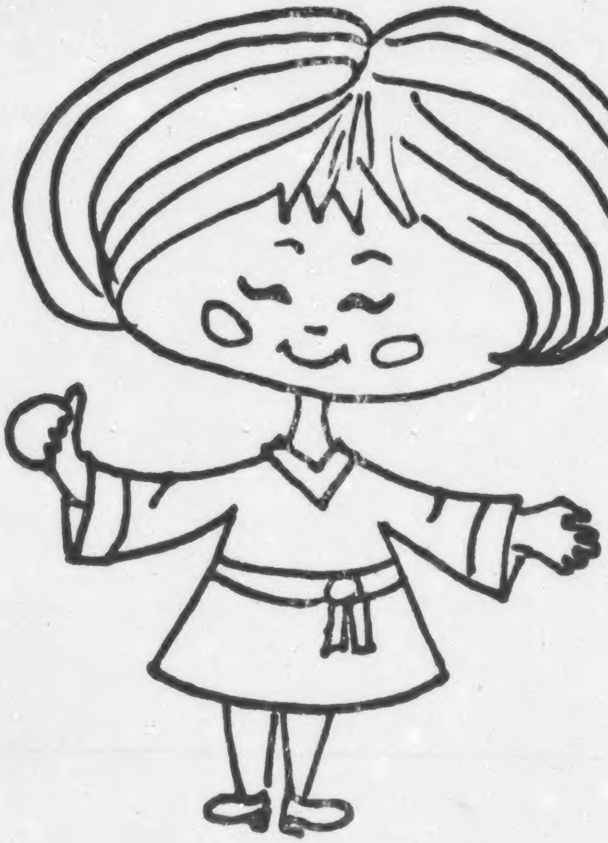

Teacher
Miss Lovlee

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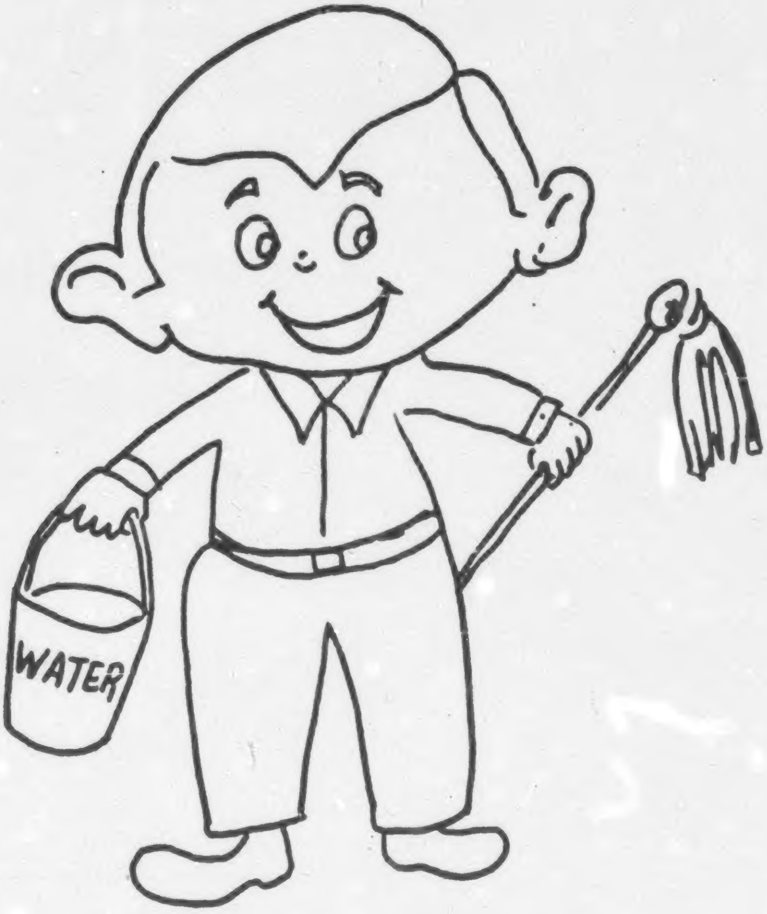

Custodian

Mr. Tidy

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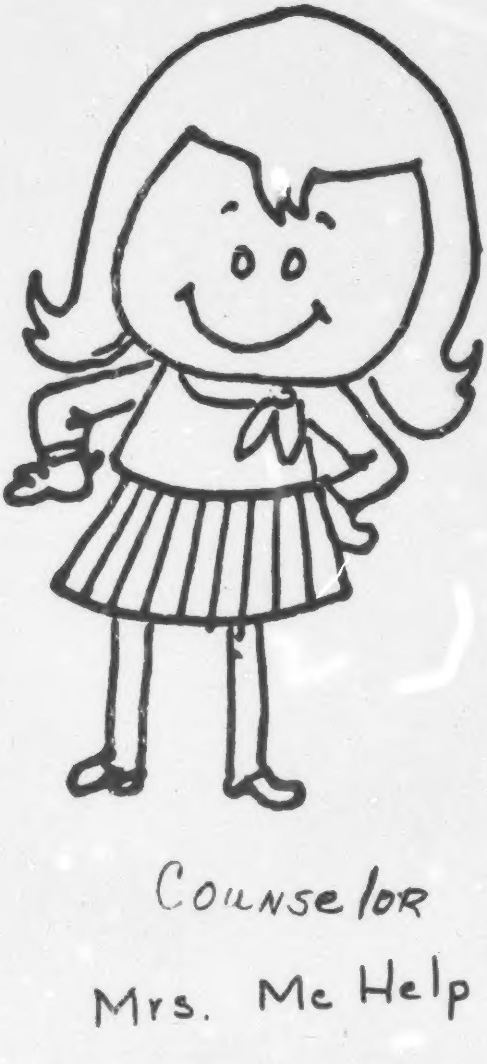

Counselor

Mrs. Mc Help You

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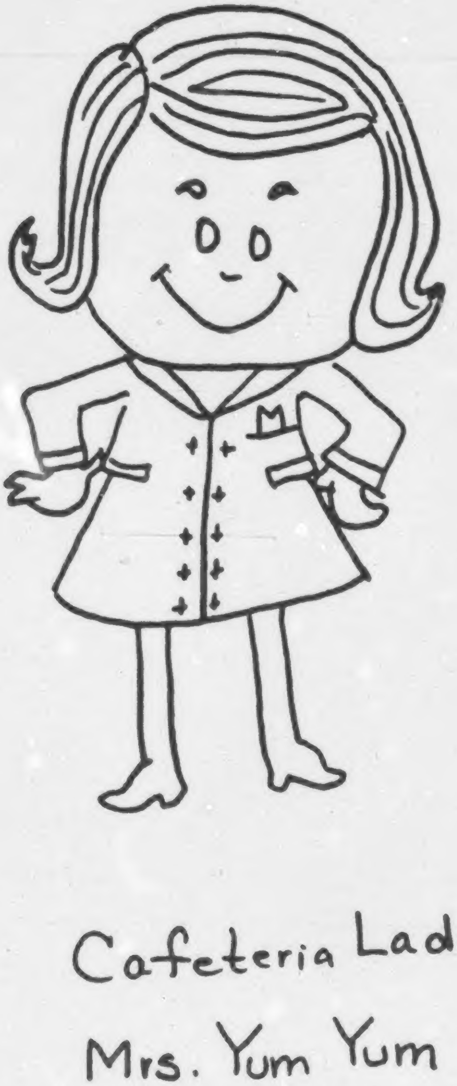

Cafeteria Lady

Mrs. Yum Yum

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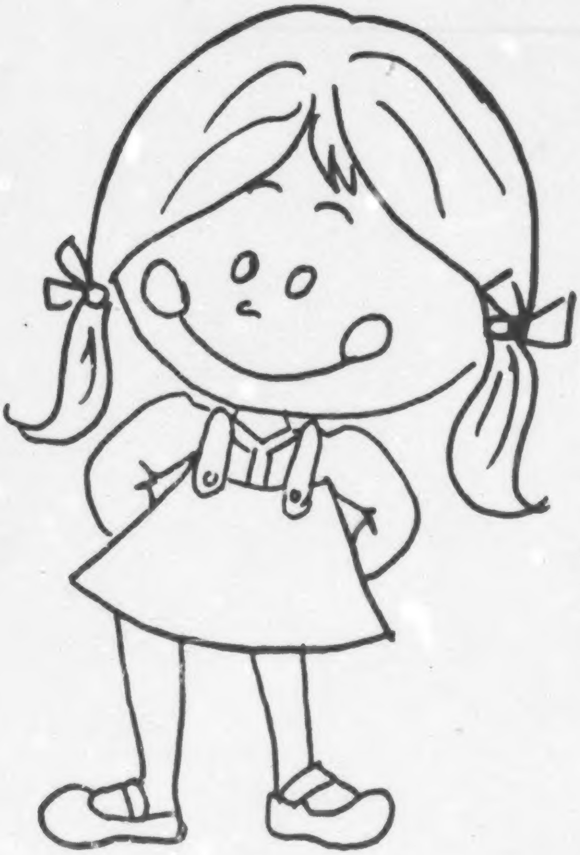

Student

Wanda Wiggle

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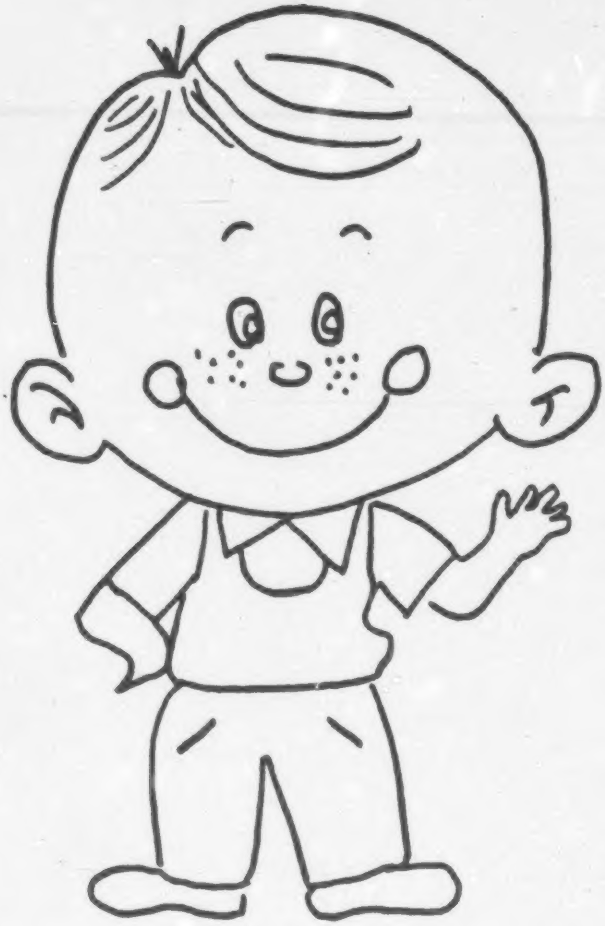

Student
Willie Wiggle

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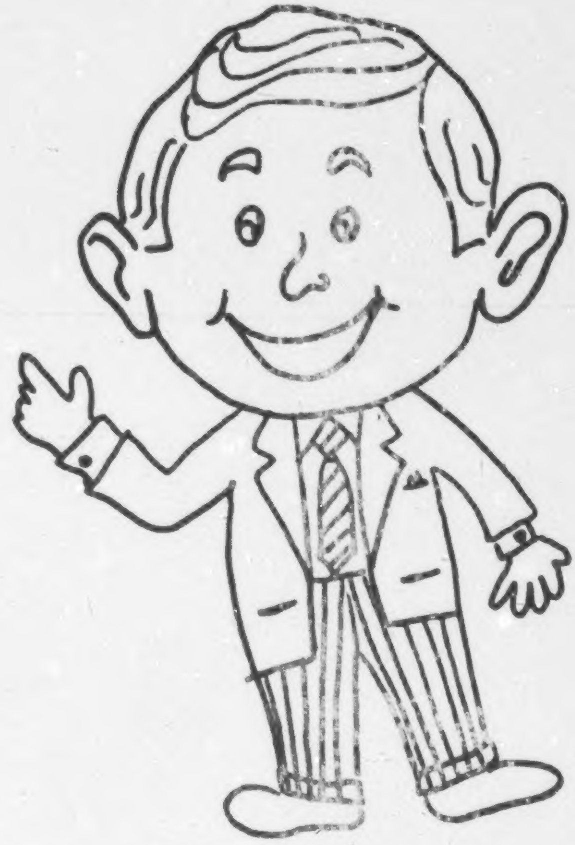

Superintendent

Mr. Loves 'Em All

UNIT DEVELOPMENT PACKET

GRADE TWO

"The Fireman" by Verna Figaro
(Use in conjunction with study of community helpers)

"Hospitals" by Leverta Frank
(Use in conjunction with study of community services)

"Air Transportation" by Verna Figaro

"Transportation" by Leverta Frank
(Use in conjunction with textbook chapter on wheels)

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GRADE: THREE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will be able to list in writing three ways in which he is different from others in addition to his name.	Have students read and complete pages 20-21. Initiate a discussion pointing out that each individual is distinguished by his name. Lead discussion into ways in which individuals are different from each other. Include personality and physical characteristics. Have pupils begin a scrapbook All About Me by performing the following: Write sentences about hobbies and interests. Write sentences about family. Write sentences about school. Write sentences about a special project in which the pupil has participated. Include poems and stories the pupil has participated. Illustrate sentences with pictures the pupil has drawn with crayon or cut from magazines. Have a guidance counselor speak to the class on individuality.

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RESOURCES	EVALUATION
Shane, Harold. Using Good English, Laidlaw, 1964, pp. 20-21. Resource Person--Guidance Counselor Filmstrips: "How Do You Feel? "Who's Afraid? "You Have an Idea" "You're on Parade" "School Means New Ways and Habits" "Consideration for Others" "Respect for Property" "Our Community" Films: (USC Film Library) "Are Manners Important?" (EL, JH) EBF, BW, 11 minutes. "Are You Popular?" (All levels) Coronet, BW, 10 minutes. "Making Friends" (EL, JH) EBF, BW, 11 minutes. "The Griper" (All levels) BW, 10 minutes. Bowmar: "About Myself" series (Tapes, filmstrips, cartridges, records, etc.)	Have each student list three ways in which he is different from others in addition to his name.

GRADE: THREE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPES OF WORKERS ARE NEEDED, OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will compare the ways in which production methods have changed.	Have students read and complete pages 87-91. Ask lead question, "Would spinning be done in the same manner today as when it was invented?" Guide students to an awareness that machines are now used and because of this, more people are involved. Call attention to the fact that other means of production have changed also. Blacksmithing Weaving Leather tanning Shoemaking Farming

RESOURCES	EVALUATION
Shane, Harold. Using Good English, Laidlaw, 1964, pp. 87-91.	Have student list three methods of producing goods which have changed due to modern technology.
Nighbert, The True Book of Cloth, Children's Press.	
Beskow, Pelle's New Suit, Harper, n.d.	
Russell, David. Roads to Everywhere, Ginn, 1964, pp. 90-92.	
Shane, Harold G., Storyland Favorites, Laidlaw, 1964, pp. 21-36.	
Jacobson, Williard, Searching in Science, American Book Co., 1965, p. 58.	
Iverson, William. Windy Hills, L. W. Singer Co., 1968, p. 110-114.	
Witty, Paul. Peacock Love, D.C. Heath and Company, 1966, pp. 131-141.	
Russell, David. Friends Far and Near, Ginn and Company, 1966, pp. 141-148.	

GRADE: THREE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER EDUCATION PREPARES MAN FOR THE WORLD OF WORK

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
Pupils discover that many jobs can be dangerous; but by use of safety rules and equipment, these jobs, which are necessary, can be carried on safely.	Invite welders, lineman, construction workers to speak to the class. Display small equipment: hats, masks, lights, straps, shoes.

RESOURCES	EVALUATION
Books: Lea, Munro. Safety Can Be Fun. Shapp, Martha. Safety Education. Colby, C. Danger Fighters. Iverson, William. Windy Hills, L. W. Singer Co., p. 225. Wilkinson, Jean and Ned. House Construction, Septant Systems, Inc. 1970. Robinson, Helen. Speeding Away, Scott, Foresman and Company, 1968, p. 59-60. Resource people.	Pupils discover that danger, protection and safety go hand in hand.

GRADE: THREE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will be able to list the workers needed for the completion of a telephone call.	Have students read and complete pages 214-215. Discuss the importance of the telephone as a means of communication. Bring out the fact that many workers are needed for the successful completion of a telephone call. Have lineman in work clothes visit the classroom. Plan a field trip to the telephone company.

RESOURCES	EVALUATION
Shane, Harold. Using Good English, Laidlaw, 1964, pp. 214-215. Miner, Irene Sevrey. The True Book of Communication, Children's Press, 1960. Buchheimer, Naomi. Let's Go to the Telephone Company, G. P. Putnam's Sons, 1958. Greene, Carla. I Want to Be a Telephone Operator, Children's Press, 1958. Resource people: Telephone worker Resource: South Central Bell Telephone Company	Have each student list the workers needed for the completion of a telephone call.

GRADE: THREE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: ALL WORK IS IMPORTANT.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will be able to explain in writing how one type of worker makes life more comfortable and pleasant.	Have the students read and discuss pages 93-95. Discuss the importance of all types of workers and their contributions to society. Have each student select a worker from pages 93-95 and explain orally how this worker makes life more comfortable and pleasant. Have each student pantomine a specific worker. The remainder of the class will guess which worker he is portraying. Have the class create a mural depicting all types of workers.

RESOURCES	EVALUATION
People Use the Earth, Silver Burdett, 1966, pp. 93-95. Pitt, Valerie and Franklin Watts, Let's Find Out About the City, 1968. Gay, Kathlyn. Money Isn't Everything, Delacorte Press, 1967. Hoffman, Elaine and Jane Hefflefinger. About Friendly Helpers Around Town, Melmont, 1967.	Have each student write three or four sentences about one of the workers discussed and tell how this worker makes life more comfortable and pleasant.

GRADE: THREE SUBJECT AREA: LANGUAGE ARTS (READING)

CONCEPT: CAREER EDUCATION PREPARES MAN FOR THE WORLD OF WORK.

SUBCONCEPT: ANY OCCUPATIONAL FIELD MIGHT ENCOMPASS MANY DIFFERENT KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Children who are interested in trains will enjoy reading about the men who run them. They will learn about signals, parts of engines, kinds of train power and cooperation among railroad workers.	List all the various kinds of trains, train workers, railway cars, and train engines. Teach the pupils the many types of jobs available in order to keep trains running. These will be discussed along with the importance of each. Have the pupils learn the many types of equipment and buildings along tracks needed by trains. Make diorama of train workers. Plan and draw picture of train route showing such things as forest, bridge, tunnels, etc. Display toy trains, switches, and sidings.

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RESOURCES	EVALUATION
Russell, David. Friends Far and Near, Ginn, 1949, pp. 54-63.	Have each child list the workers needed for operating a train.
Hamilton, Russel and Volts. First Book of Trains.	Have another list made of all workers responsible for completing a trip taken on a train.
Cameron, Elizabeth. The Big Book of Real Trains, Grosset and Dunlap.	

GRADE: THREE SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Through role playing the students will be able to perform the duties of the weatherman and show his importance.	Have pupils read and complete pages 34-64. Stress activities on page 64. Begin a discussion by asking the students to name ways in which the weatherman is helpful. Point out possible conditions that might exist without a weatherman. Invite a weatherman to visit the class to explain his duties and the personal qualifications necessary for his job. Have enrichment material table with special weather reports from newspapers and magazines. Have daily reports and forecasts from newspapers or TV. Let children perform weatherman's duties (Example: reading the thermometer and the barometer each day and making findings on a daily chart.) Visit the airport to see the instruments and methods used in weather study.

RESOURCES	EVALUATION
Jacobson, Willard. Learning in Science, American Book Company, 1965, pp. 34-64. Filmstrips: "What Will the Weather Be?" "Studying Everyday Weather" "The Weather" Newspapers and magazines. Fervals, Rocco. Junior Science Book of Weather, Gerrard, 1963. Resource person: Weatherman Resource; Airport	Using a role playing situation, several students will give a simple hypothetical weather report. The remainder of the class will decide what is valid or invalid in the reports and discuss the consequences of erroneous or careless reporting. "Fishing Review": Each child fishes for a question pertaining to the weather unit and tries to answer it correctly.

GRADE: THREE SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will be able to write a sentence explaining how a farmer helps society.	Have students read and complete pages 129-160. Discuss different types of farming: dairy farming, truck farming and livestock farming. Divide the students into groups. Each group will construct a diorama showing one particular type of farming. Plan a field trip to a dairy or farm. Have a dairyman speak to the class about his daily chores.

RESOURCES	EVALUATION
Jacobson, Willard. Learning in Science, American Book Company, 1965, pp. 129-160.	Have each child write a sentence telling how each farmer helps society.
Ipcar, Dalton. Ten Big Farms, Alfred A. Knopp, 1958.	
Floethe, The Farmer and His Cows, Scribner's Sons, 1957.	
Hastings, At the Dairy, Melmont, 1958.	
Schloat, Milk for You, Scribner's Sons, 1951.	
Goodspeed, Let's Go to A Dairy, G. P. Putnam's Sons, 1957.	
Johnson. About Truck Farming, Melmont, 1962.	
Resource: USL Dairy Farm	
Resource person: Dairyman.	

GRADE: THREE SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will be able to list orally three occupations in which a knowledge of math is essential and be able to explain why.	Use this unit before Chapter I as an introduction to math. Ask each student to write a short paragraph as an outside assignment explaining how each member of his family uses math in their daily lives. Compile, together with the class, a list of other workers and ways in which these workers use math. Invite a baker, carpenter and others to visit the class to explain his duties and ways in which he uses math. Plan the construction of a community. Discuss reasons for the necessity of the knowledge of numerals and of measurement. Have a budget analyst or financier speak to the class about handling finances for individuals as well as large corporations. Visit a finance company or bank.

RESOURCES	EVALUATION
Greene, Carla. The "I Want To Be" Series, Children's Press, 1958. Resource people: Budget Analyst, Financier Resources: Finance Company Bank	Have each student list orally three occupations in which a knowledge of math is essential and explain why.

GRADE: THREE

SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will describe in writing the importance of the policeman's job to society.	After completing page 106, give a pretest to evaluate the attitude of each student toward the policeman. Have each student complete either of the following sentences: 1. The policeman's job is important because . . . . . 2. The policeman's job is not important because . . . . . Read page 107 and discuss ways in which the policeman is important as described in the book. Have a policeman visit the classroom and discuss his duties. Plan a visit to the sheriff's office and jail.

RESOURCES

Anderson, Edna A. People Use the Earth, Silver Burdett, 1966, pp. 106-107.

Slobodkin, Louis and Franklin Watts. Read About the Policeman, 1966.

Miner, Irene. The True Book of Policemen and Firemen, Children's Press, 1954.

Greene, Carla. Policemen and Firemen, What Do They Do? Harper and Row, 1962.

Lenski, Lois. Policeman Small, Henry Z. Walch, Inc., 1962.

Dillion, Ina K. About Policemen, Melmont, 1957.

Hoffman, Elaine and Jane Hefflefinger. About Friendly Helpers Around Town, Melmont, 1967.

Sootin, Laura. Let's Go to a Police Station, G. P. Putman's Sons, 1957.

Greene, Carla. I Want to be a Policeman, Children's Press, 1958.

Resource Person: policeman.

Resource: Sheriff's Office
Police Station
Parish Jail

EVALUATION

Each student will complete the following sentences:

1. The policeman's job is important because . . .
2. The policeman's job is not important because . . .

GRADE: THREE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will be able to match the worker the appropriate building materials.	Have the students read and complete pages 131-149. Review the illustrations on these pages with students encouraging them to observe types and stages of construction. Write the following on the board: Architect Foundation worker Carpenter Painter Electrician Plumber Contractor Roofer Discuss these workers, their duties and the materials used by each worker. Have as many of these workers as possible visit the classroom. Make use of the books and filmstrips on construction available in the library to familiarize the students with the functions of construction workers. Have a builder or architect speak to the class.

RESOURCES

Anderson, Edna A. People Use the Earth, Silver Burdett, 1966, pp. 131-149.

Goodspeed, I. M. Let's Go Watch a Building Go Up, G. P. Putnam's Sons, 1956.

Baker, I Want to be a Carpenter, Children's Press, 1958.

Colley, Tear Down to Build Up, E. M. Hale and Company, 1964.

Leavitt. The True Book of Tools for Building, Children's Press.

Peet, This is the Way We Build a House, Holt and Company, 1940.

Barr, Donald. The How and Why Wonder Book of Building, Grossett and Dunlap, 1964.

Baker, I Want to Be an Architect, Children's Press, 1969.

Filmstrips:
"Building a House"
Your Lesson Plan Filmstrips - A-101

Resource persons: Builder
Architect

EVALUATION

Give a test having the students match the worker with the appropriate building materials.

Example:

Worker	Building Materials
Carpenter	Lumber, Nails
Plumber	Pipe and Valves

UNIT DEVELOPMENT PACKETS

GRADE THREE

Social Studies
"Workers Who Use Water" by Verna Figaro
(Use in conjunction with unit on Natural Resources.)

Science
"Aerospace" by Leola Broussard
(Use in conjunction with the textbook chapter on space study.)

"Working with Soil" by Verna Figaro
(Use in conjunction with textbook chapter dealing with living things on the earth.)

Language Arts
"The Race Track" by Verna Figaro

Mathematics
"Money" by Marilyn Guidry

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GRADE: FOUR SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTERESTS, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will list his physical characteristics which will enable him to see that he is different from others.	Have pupils read and complete pages 45-47 in Using Good English. As an outside activity, have each pupil list his physical characteristics while looking into a mirror. Collect descriptions, and read several to the class, asking the pupils to identify the person described. Have a social psychologist or guidance counselor talk to the class about individual personality and its affect on career choice.

RESOURCES	EVALUATION
Shane, Harold G. Using Good English, Laidlaw, 1964, pp. 44-47. Robinson, Helen. Open Highways, Scott, Foresman and Company, 1965, pp. 286-292. Resource persons: Social psychologist Guidance counselor	Each pupil will list his physical characteristics which distinguish him from others.

GRADE: FOUR SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
After compiling a list of questions concerning the duties of a librarian, the pupils will be able to correctly answer them.	Have pupils read and discuss, pages 239-241 in Using Good English. Discuss amount of education and type of person suited to the job of librarian. Motivate and stimulate pupil's interest in the work of the librarian by having the class compile a list of constructive questions to ask the librarian. Plan, with the cooperation of the librarian, a class visit to the library for the purpose of inquiring into the functions of the librarian.

RESOURCES	EVALUATION
Shane, Harold G. Using Good English, Liadlaw, 1964, pp. 239-241. Greene, Carla. I Want to Be a Librarian, Children's Press, 1958. Buckheimer, Naomi. Let's Go to the Library, G.P. Putnam Sons, 1957. Shor, Pekay. Libraries and You, Prentice Hall, Inc., 1969. Resource Person: Librarian Resource: Library Films: (USL Film Library) "The Librarian," (EL, JH, SH), Manke, BW, 11 minutes. "Discovering the Library," (PR) Coronet, BW, 11 minutes.	Have oral discussion in which pupils answer the questions that they compiled before going to the library. Using a role playing situation, one pupil will act as the librarian performing her tasks, while others portray pupils coming into the library. Pupils will ask questions concerning the work of the librarian.

GRADE: FOUR SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT UPON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will show the interdependency and interaction of societal groups and determine how their achievement of the goal of the group by planning, writing, and distributing a newspaper using the school news.	Have pupils read and complete pages 256-257 in Using Good English. Initiate a discussion of newspaper publication by having pupils bring in newspapers. In a pyramid type development, list with pupils the workers necessary in publication of a newspaper. Plan a visit to the local newspaper office. Discuss and organize information gained. Create a mural. Divide the class into groups, each group choosing a particular aspect of newspaper publications which they will depict. Plan a class newspaper to be published for class members. Assign jobs to responsible members to help write the newspaper. Arrange a field trip to a nearby print shop or have a printer speak to the class.

RESOURCES	EVALUATION
Shane, Harold G. *Using Good English*, Laidlaw, 1964, pp. 256-257.	Have a class plan, concerning the writing and distribution of a newspaper using school news.
Sootin, Laura. *Let's Go To A Newspaper*, G.P. Putnam's Sons, 1956.	
Epstein, Sam and Beryl. *The First Book of News*, Franklin Watts, Inc., 1965.	
Greene, Carla. *I Want to Be a News Reporter*, Children's Press, 1958.	
Resource: Newspaper office Print shop	

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GRADE: FOUR SUBJECT AREA: READING

CONCEPT: SELF

SUBCONCEPT: PEOPLE WORK FOR VARIOUS REWARDS OR SATISFACTION

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to contrast the difference between working for monetary reward and self-satisfaction.	Have the pupils read "The Story of Mulberry Bend," in Open Highways Book 4, and develop the story through the use of questions from the teacher's manual. Then discuss the following questions: 1. How would you describe Jacob Riis? 2. How do you feel about what Jacob Riis did? 3. How do you think Jacob felt about what he did? 4. Have students tell about people who they feel can compare with Jacob Riis and tell why. Introduce the story, "Cat in the Hardware Store" in Splendid Journey (Open Highways) by discussing jobs that children may have done for money or otherwise. Plan to visit a local print shop. Have a writer, reporter, or other literary expert speak to the class.

RESOURCES	EVALUATION
Robinson, Helen. Open Highways Book 4, Scott, Foresman and Company, 1965, pp. 25-38. Robinson, Helen. "Splendid Journey," Open Highways, Scott, Foresman and Company, 1968, pp. 80-88. Resource: Print shop Resource persons: Writer Reporter	Each pupil will describe in writing things he has done for monetary reward and describe things he may do for self-satisfaction.

GRADE: FOUR SUBJECT AREA: READING

CONCEPT: SOCIETY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list three ways in which attending school helps one learn how to get along with others successfully.	Have pupils read and discuss "Swimming Hole," in Open Highways, Book 4, and complete activities in teacher's manual. Have pupils read and discuss "Just Enough" in Roads to Everywhere. Read and discuss "Old Tom" in Roads to Everywhere. Lead the pupils into a discussion, stressing the problems a person encounters in his working life if he does not learn to get along with others. Ask the pupils to name ways in which school helps one learn to get along with others. Examples: group work, committees, and physical education. Plan to have a speaker on "equal opportunity for employees."

RESOURCES	EVALUATION
Robinson, Helen. Open Highways Book 4, Scott, Foresman and Company, 1965, pp. 52-56. Mason, Walter and Lee Mountain. Being A Friend, McCormick-Mathers, 1965. Mason, Walter and Lee Mountain. Winning Friends, McCormic-Mathers, 1965. Anglund, Joan. A Friend is Someone Who Likes You, New York: Harcourt, 1958. Russell, David, Roads to Everywhere, Ginn and Company, 1964, pp. 186-198. Russell, David. Roads to Everywhere, Ginn and Company, 1964, pp. 199-209. Filmstrip: "Consideration for Others" Resource persons: Office of Equal Opportunity Boy Scout Leader 4-H Agent	Using role playing, pupils will act out situations in which their behavior is acceptable or unacceptable. Each pupil will list three ways in which attending school has helped them to learn how to get along with others successfully.

GRADE: FOUR SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: SOME JOBS ARE NEEDED EVERYWHERE BUT SOME ARE FOUND ONLY IN CERTAIN PLACES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify in writing three types of jobs which are made necessary by the fishing industry.	After the pupils have read and discussed "A Living From the Ocean" on page 6 in Learning to Look at Our World, ask pupils to name towns in this area which depend on the fishing industry for a living. After discussion of locations, discuss jobs available because of the fishing industry. Guide the pupils to realize that people other than fishermen are dependent on the ocean for a living. Examples: Packing Buying Selling Fishing Supplies Plan a visit to a coastal area where fishing is the source of livelihood.

RESOURCES	EVALUATION
Anderson. *Learning to Look at Our World*, Silver Burdett, 1967, p. 6.	Have each pupil list three types of jobs made necessary by the fishing industry.
Carter. *The True Book of Ships and Seaports*, Children's Press, 1963.	
Hammond. *Let's Go to a Harbor*, G.P. Putnam Sons, 1959.	
Greene. *I Want to Be a Ship Captain*, Children's Press, 1958.	
Russell. "The Fishing Trip," *Trails to Treasure*, Ginn, "100" Edition, pp. 10-22.	
Resource Person: Fisherman	
Resource: Delcambre, LA Fisherman's Dock	

GRADE: FOUR SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list five types of transportation workers. The pupil will be able to contrast the services provided by the different types of transportation workers.	After reading "A Network of Connections," on page 19 in Learning to Look at Our World, discuss the importance of transportation workers by asking, "How do we depend on the work transportation workers do?" Bring out in the discussion that some transport goods, while others transport people. Encourage the class to name workers other than those listed in the text. Divide the class into two groups: transportation of people and transportation of goods. Provide each group with the sequence of modes of transportation; for example, a person leaving Lafayette on route to Europe. (Bus or cab-train-plane-ship.) Have each group create a mural depicting these modes of transportation. Arrange a field trip to a transportation company, or have one of their employees speak to the class about the duties of the company.

RESOURCES

Anderson. Learning to Look at our World, Silver Burdett, 1967, p. 19.

Greene. Truck Drivers, Harper and Row, 1967.

Greene. I Want to Be a Truckdriver, Children's Press, 1958.

Greene. I Want to Be a Train Engineer, Children's Press, 1958.

Greene. I Want to Be a Ship Captain, Children's Press, 1958.

Baker. I Want to Be a Bus Driver, Children's Press, 1958.

Filmstrips:
"What Transportation Means to Us"

Resource:
Southern Pacific Transportation

Resource Person:
- Superintendent of Transportation
- Crew Caller
- Master Mechanics
- Assistant Division Engineer
- Personal Injury Claim Agent

EVALUATION

Using the form below, have the pupils list the five types of transportation workers, and place a check in the column or columns that apply to each.

Type of Trans. Workers	Transporter of goods	Transporter of people
1. ______		
2. ______		
3. ______		
4. ______		
5. ______		

GRADE: FOUR SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES NEW TYPES OF WORKERS ARE NEEDED, OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to contrast the characteristics of three jobs and to tell of the changes in these because of the advancement in technology.	Have the pupils read and complete pages 256-261. Emphasize "Exploring for Ourselves" on pages 260-261 (1-4) in Learning to Look at Our World. Divide the class into three groups and have each group select one of the industries discussed in the text. Have the pupils organize and develop a display entitled "Machines Through the Ages" by presenting models, sketches and reports which they have produced through elementary research. Ask the pupils to discuss the reasons for the disappearance, replacement and possible reappearance of the following jobs: Horseshoeing Boot Making Glass Blowing Bookbinding by hand Blacksmithing Milling Molding candles Tanning leather by hand Have the class visit the Industrial Arts Department of your school or another. Ask an industrial arts teacher to speak to the class on advancement in technology and its influence on machines.

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RESOURCES	EVALUATION
Russell. Learning to Look at Our World, Silver Burdett, 1967. Baker and Downing. Workers Long Ago, Children's Press, 1968. Resource: USL Industrial Arts Resource Person: Machinist Mechanist Builder Industrial Arts Teacher	Have each student write a description of three jobs and tell of the changes because of advancement in technology.

GRADE: FOUR SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify in writing three of the careers included in geology. The pupil will be able to explain in writing how hobbies and interest may lead to a vocation.	Have pupils read pages 2-48, Probing into Science. List on the board the following careers: 1. Prospector 2. Geologist 3. Paleontologist (Check Career Kit) Discuss with students the above occupations. Have a geologist, a farmer, or conservationist speak to the class about the changing surface of the earth and soil erosion. Plan a field trip to Avery Island to visit the salt mines.

RESOURCES

Jacobson, Silliard. *Probing Into Science*, American Book Company, 1965, pp. 2-48.

Witty, Paul A. *Treasure Gold*, D.C. Heath and Company, 1964, pp. 152-166.

Desk Top Exploratory Kit -- see card number 024-Geologist.

Resource: Avery Island Salt
Mines

Resource Person: Geologist
Farmer
Conservationist

EVALUATION

Have pupils list the three careers in geology and explain each briefly.

Have each pupil write about a hobby or interest which he has which might lead to a career.

GRADE: FOUR SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify in writing four scientists and one contribution each has made.	Have pupils read and discuss page 194 in Probing Into Science. Point out that these scientists have made a contribution to society. Have books available in the classroom pertaining to the lives of several scientists. List on the board the names of these scientists. Divide the class into groups and allow each group to select a scientist in whom they would be interested in researching. Each group will present their report to the class, including the amount of education required to become a scientist in this field. Create a mural, drawing and coloring or painting scientists and their contributions to society. Suggested careers: astronomer physicist chemist electrical engineer Visit the Lafayette Planetarium, and see the observatory program. Use one of the activities or bulletin boards shown in the Appendix on page 226.

RESOURCES	EVALUATION
Probing Into Science. American Book Company, 1965, p. 194.	List the scientists and their contributions in two columns. Have the pupils pair each contribution with the appropriate scientist.
Hammontree, Albert Einstein, Bobbs Merrill Company, 1961.	
Gardner, Archimeds, MacMillan, 1965.	
Melvin. Maria Mitchell, Girl Astronomer, Bobbs Merrill Company, 1960.	
Widdemer. Aleck Bell, Bobbs Merrill Company, 1947.	
Higgins. Walter Reed, Bobbs Merrill Company, 1961.	
Stevenson. George Carver, Boy Scientist, Bobbs Merrill Company, 1959.	
Guthridge. Tom Edison, Bobbs Merrill Company, 1947.	
Resources: Planetarium	
Filmstrips: "Planets, Meteors, and Comets" "Stars, Constellations, and Galaxies" "Earth, Moon, and Stars" "The Solar System"	
Books: World Book Encyclopedia, Vol.2, 1969 Ed., p. 455. Brake, Tycho.	
World Book Encyclopedia, Vol.11, 1969 Ed., p. 234. Kepler. Johann.	
Chester, Michael. Let's Go To a Rocket Base.	
Bendick, Jeanne. The First Book of Space Travel.	

GRADE: FOUR SUBJECT AREA· SCIENCE

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETAL NEEDS DETERMINE VOCATIONAL OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to construct or design a model depicting imaginary future technological developments.	Have the pupils read and discuss pages 241-288. Discuss advancements that have been made in the space field. Lead the pupils to speculate on possible inventions which might develop in the future. Have each pupil design and/or construct a model depicting an imaginary future technological development. Have a physical scientist or physicist speak to the class. Plan a field trip to the Planetarium.

RESOURCES	EVALUATION
Probing Into Science, American Book Company, 1965, pp. 241-288. Resource person: Physicist Resource: Planetarium	Have the pupils display their models or designs. Each student will explain orally any innovations he has used.

GRADE: FOUR SUBJECT AREA: HEALTH

CONCEPT: CAREER EDUCATION PREPARES MAN FOR THE WORLD OF WORK.

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Pupils will learn that things of enjoyment today can lead to a career of happiness tommorrow.	Have pupils bring in hobby items to display and talk about how each could lead to a career. Ask pupils to bring in illustrations or items related to the hobbies about which they read in the Scholastic Series. Have pupils role play a scene from the story they read.

RESOURCES	EVALUATION
Health 4, Laidlaw, 1966, pp. 10-12.	Let each pupil write a paragraph about a hobby that would interest them and how it would lead to a job.
Library Books	
Scholastic Book Services	Have the pupils draw a mural depicting different scenes from the stories which they have read.
Cavanah, Frances. Abe Lincoln Gets His Chance.	
Davidson, Margaret. Helen Keller's Teacher.	
Folson, Franklin. Men Who Won the West.	
Groves, Charles P. Marco Polo.	
Latham, Jean Lee. Medals for Morse.	
Meadowcroft, Enid L. Benjamin Franklin.	
Thorne, Alice. The Story of Madame Curie.	
Vinton, Iris. John Paul Jones	

GRADE: FOUR SUBJECT AREA: SCIENCE

CONCEPT: CAREER EDUCATION PREPARES MAN FOR THE WORLD OF WORK.

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify the bodies that make up the solar system and describe each. The pupil will obtain an understanding of terms used in relationship to astronomy. The pupil will recognize equipment used by astronomers.	After reading "Exploring the Solar System," pages 193-203, in *Probing Into Science*, have pupils list planets and tell distinctive things about each. Have pupils report to class on hobbies and interests that may lead to a career in astronomy. Tell the pupils to look up the lives of important astronomers and tell how their lives influenced their careers. Plan a class visit to the planetarium to observe the heavenly bodies. Illustrate, on posters, the solar system. Discuss and bring in or draw materials, pictures, etc. of equipment and workers needed to explore space today. Have astronomer speak to class, if it is possible. Have children build or design their own original space probe. Discuss the skills needed to do this.

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RESOURCES	EVALUATION
Probing Into Science, American Book Company, 1965, pp. 193-203. Filmstrips: "Planets, Meteors, and Comets" "Stars, Constellations, and Galaxies" "The Solar System" Tape: "The Solar System" Transparencies: "Measurement in Astronomy" "The Universe--Solar System" Library Books on the solar system and astronomers. Encyclopedias Resource: Planetarium Resource Person: Astronomer Art Supplies: Poster and paint	List the names of planets and heavenly bodies and have students write one important fact about each. List the astronomical terms and their definitions in two columns, and have students match the items from each column correctly. Have pupils name three instruments used by astronomers and describe each.

GRADE: FOUR SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list in writing three occupations in which a knowledge of math is essential.	Use this unit before Chapter 1 as an introduction to math. As an outside assignment, ask each pupil to write a short paragraph explaining how each member of his family used math in their daily lives. Together with the class, compile on the board a list of other workers and of the ways in which these workers use math. Plan a field trip to the Vocational Center to see how the different workers use math. Have a worker who uses math often in his work speak to the class.

RESOURCES	EVALUATION
Use the "I Want to Be" series such as I Want to Be a Baker, I Want to Be a Carpenter, etc. Resource: Vocational School Resource person: Bookkeeper Accountant Music Teacher Librarian Mother Carpenter Baker	Have each pupil list three occupations in which a knowledge of math is essential.

GRADE: FOUR SUBJECT AREA: MATH

CONCEPT: SELF

SUBCONCEPT: THERE ARE IDENTIFIABLE ATTITUDES AND BEHAVIORS WHICH ENABLE ONE TO OBTAIN AND HOLD A JOB.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list five jobs in which the ability to follow directions is imperative.	To be used with page 56 in math text. As an outside activity, have pupils make a list of jobs performed by their family members in which the ability to follow directions is imperative. Together with the pupils, compile on the board other jobs in which the ability to follow directions is important. Suggested list: truck driver taxi driver automobile assembler actor builder chemist pharmacist cook airplane pilot Have a personnel manager or social worker talk to the class about the necessity of following directions on the job.

RESOURCES	EVALUATION
Mathematics 4, Laidlaw Brothers, 1968, p. 56. Resource person: Personnel Manager Social Worker Truck Dispatcher Research Director Air Traffic Controller Traffic Cop	Have each pupil list five jobs in which the ability to follow directions is imperative.

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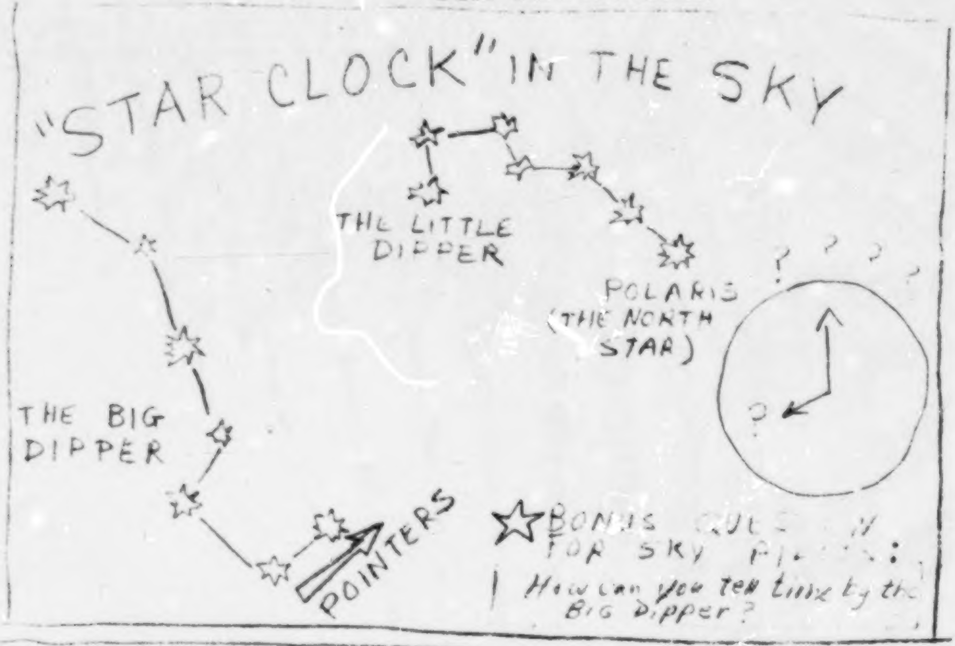
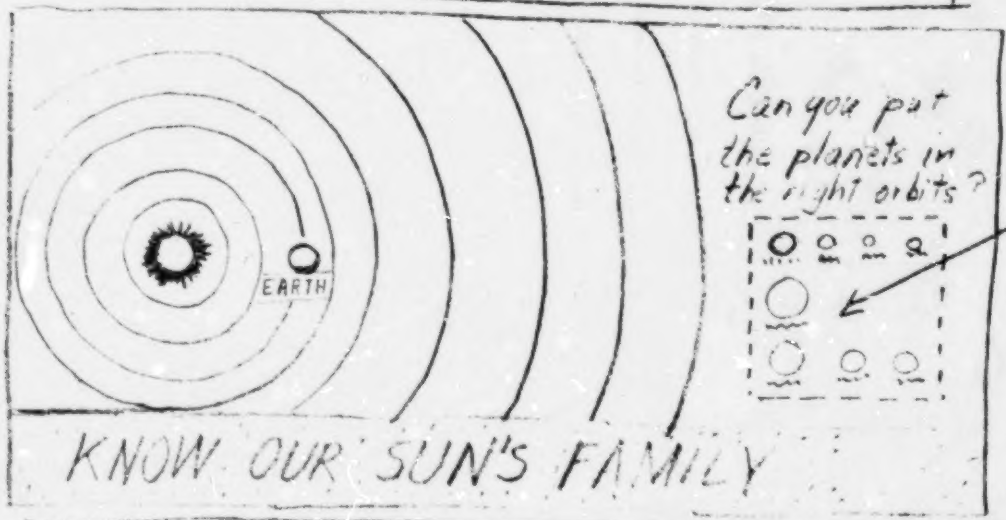
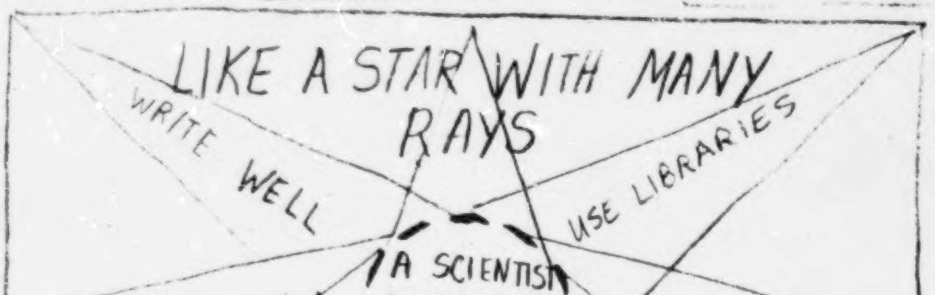

"STAR CLOCK" IN THE SKY
THE LITTLE DIPPER
POLARIS (THE NORTH STAR)
THE BIG DIPPER
POINTERS
? ? ? ?
?
BONUS QUESTION FOR SKY PILOTS:
How can you tell time by the Big Dipper?


EARTH
Can you put the planets in the right orbits?
KNOW OUR SUN'S FAMILY

(Place nam
and model
pictures of
all planets
in this spa


LIKE A STAR WITH MANY RAYS
WRITE WELL
USE LIBRARIES
A SCIENTIST MUST BE ABLE TO
READ WELL
MEASURE ACCURATELY
LISTEN WELL
SPEAK WELL

UNIT DEVELOPMENT PACKETS

GRADE FOUR

Social Studies

"A Look at Our World" by Leola Broussard
(Designed as a continuous year-long unit)

Science

Language Arts

"The Impossible Dream?" by Leola Broussard
(Use in conjunction with reading stories involved with the fulfillment of dreams.)

Mathematics

"Building Construction" by Leola Broussard
(Use in conjunction with unit on measurement.)

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CAREER UNITS 269

GRADE: FIVE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN AWARENESS OF ONESELF AS A DISTINCT PERSON OF WORTH IS IMPORTANT IN IDENTIFYING INDIVIDUAL INTEREST, ABILITIES AND ASPIRATIONS.

BEHAVIORAL OBJECTIVES

The pupil will be able to list in writing five ways people differ.

The pupil will be able to write a paragraph telling if it is good to be different and why.

The pupil will be able to write five physical or personality traits which describe him.

SUGGESTED ACTIVITIES

Have pupils read Using Good English, pages 11-13 and discuss orally the world around them. Points to be brought out in discussion are:

1. It is important to be observant as we learn through observations.
2. We use the five senses in observing our world.
3. Each individual is unique.

In an oral class discussion, have pupils name ways people differ. List differences on board.

Discuss ways of describing individual characteristics which include physical and personality traits.

Have pupils begin compiling a comprehensive career education booklet consisting of each career area to be covered throughout the year. This should include skills and education needed for each occupation. Encourage the students to illustrate and collect pictures concerning each job. Begin the booklet at this point with an autobiography. The pupils may include a self-portrait.

See Appendix page 266.

Have guidance counselor speak to class on personality and individual interest.

PESOURCES	EVALUATION
Shane, Harold G. Using Good English, Laidlaw, 1964, pp. 11-13.	Have pupils list five ways people differ.
Resource person: Guidance counselor Coach	Have pupils write a paragraph telling if it is good to be different and why.
	Have pupils make a list of the things that they feel best describe them. They may use physical or personality traits. Place an S beside their strengths and a W beside their weaknesses.

GRADE: FIVE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to enact in sequence the varied duties of the postal workers. The pupil will list three (3) postal workers and write a short resume' concerning the educational background and skills necessary for performing tasks required by these workers.	Have pupils read and complete pages 173-179, in Using Good English. Stimulate discussion by asking, "What happens to a letter after it is mailed?" Compile a list of things the children would like to know about postal workers. Plan a visit to the post office to discover the functions of postal employees or invite postal worker to the classroom. Discuss and organize information gained. Have children add the information gained in this lesson to their career education booklet.

RESOURCES

Shane, Harold G. "Letter Writing," *Using Good English*, Laidlaw, 1964, pp. 173-179.

Slobodkin, Louis. *Read About the Postman*, Franklin Watts, Inc., 1966.

Schloat, G. Warren Jr. *Adventure of a Letter*, Charles Scribner's Sons. 1949.

Miner, O. Irene Sebrey. *The True Book of our Post Office* and its Helpers, Children's Press, 1965. (Easy Reader)

Hastings, Evelyn Belmont. *About Postmen*, Melmont, 1967. (Easy Reader)

Colonius, Lillian and Glenn W. Schroeder. *At the Post Office*, Melmont, 1967.

Greene, Carla. *I Want to Be a Postman*, Children's Press, 1958.

Resource Persons:
  Postal Workers

Field trip:
  Post Office

EVALUATION

Using a role playing situation, children enact in sequence the varied duties of the postal workers.

List any three postal workers and give information concerning educational background and skills necessary for performing tasks required by these workers.

Have each pupil choose the job he would prefer and his reasons for choosing this particular job.

GRADE: FIVE SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each pupil will, through research and observation, take part in writing, planning, and enacting a television production.	Have pupils read and complete pages 304-305, in *Using Good English*. Motivate pupils by assigning a particular program to be watched. Have pupils list the number of workers that they think were necessary to produce the show. Plan a trip to the television station with the purpose of discovering more about the workers the children have listed and any additional workers. Discuss and organize information gained and revise the list of workers previously made. Have pupils research the skills and educational background required for each aspect of television production. Include this information in a career education booklet.

RESOURCES	EVALUATION
Shane, Harold. Using Good English, Laidlaw, 1964, pp. 304-305. Stoddard, Edward. The First Book of Television, Franklin Watts, Inc., 1965. Miner, O. and Irene Sevrey. The True Book of Communication, Children's Press, 1960. Wilkinson, Jean and Ned. T.V. Station, 1970. (Resource Center). Field trip: Television Station	Divide class into two groups. Each group will divide into subgroups and write, direct, and enact hypothetical television productions.

GRADE: FIVE SUBJECT AREA: READING

CONCEPT: SOCIETY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupils will be able to differentiate between success and lack of success through cooperation.	Have the pupils read and complete pages 10-34, in Trails to Treasure. Complete the activities in the teacher's manual. Ask the pupils to discuss the meanings of the words "cooperation" and "teamwork" and relate their importance to job success. Have the children work together in small groups to draw a chart of the plan or the organization of the school and its staff, placing each school worker on the chart. Conduct a class discussion about the following: 1. How working together made completion of the chart possible. 2. What the school would be like if any worker did not work well with the other workers. Examples: Lunchroom worker Custodial staff School bus driver Lead the class in a discussion about the cooperation: In a team game such as football. In any chosen classroom situation. Play game: "Go Fishing" Attach small magnet to fishing line. Cut out several fish with names of occupations on each. Attach paper clip to each. Children go fishing, and read name of job on fish they catch. Then they tell why person in that career must get along with others.

RESOURCES	EVALUATION
Russell, David. Trails to Treasure. "The Fishing Trip," pp. 10-22. "The Bottom of the Batting List," pp. 23-34. Resource person: Little League Manager or Coach	Have the pupils working together in groups to create a skit showing that one person's not getting along with others can cause a project or job to fail. Examples for skits: Organizing a class project. Preparing a class report. Building a bridge or highway. Assembling an automobile.

GRADE: FIVE SUBJECT AREA: READING

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list in writing five basic skills being taught in school now. The student will be able to identify by means of a written report two occupations presented in the story.	Have the children read and complete "Wise Alois," pages 109-121, in Trails to Treasure. Upon completion of reading, do the following activities. Discuss the importance of the skills learned in school to do the job that Alois received. Make a list of the learning skills that Alois used throughout the story. Identify an occupation that would make use of each skill that Alois learned in school. Discuss the meaning of "communication" and tell different ways that we are able to communicate. Identify in writing the skills being taught in school now. Place these skills as headings at the top of a sheet of paper and list as many related occupations as possible under each skill.

RESOURCES	EVALUATION
Russell, David. Trails to Treasure, Ginn, "100 Edition," 1966, pp. 109-121.	Have each pupil list five basic skills being taught in school now. Have children research two of the occupations in the story and prepare a written report which may be placed on the bulletin board or read orally to the class.

GRADE: FIVE SUBJECT AREA: READING

CONCEPT: CAREER

SUBCONCEPT: ALL WORK IS IMPORTANT.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to write a story about community life without one particular worker.	Have children read and complete pages 212-219, in Open Highways, Book 5. Discuss questions in teacher's manual, page 271. Ask the students to present a problem to the class beginning with "To whom would you go for help in our city if . . .?" Examples: . . . if your car stopped? . . . if your mother's sink stopped up? . . . if your little brother became ill? Ask the pupils to make posters stressing the importance of the workers they presented in their problem. Have the students paint illustrations for a bulletin board captioned "Do Do My Job With Pride."

RESOURCES	EVALUATION
Monroe, Marion. "A Pocketful of Pride," Open Highways, Book 5, Scott, Foresman and Company, 1966, pp. 212-219. Robinson, Helen. "An Extra Indian," Open Highways, Book 4, Scott, Foresman and Company, 1966. Resource Person: Mechanic or Plumber	Have each pupil chose one worker in the community. Each child will pretend this worker is missing from the community and write a story about community life without this worker.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to write a paragraph comparing life in Jamestown with and without cooperation.	After completing pages 65-66, in The Changing New World, "John Smith saves Jamestown," begin a discussion by asking: "Why do you think Captain John Smith made it imperative that every man in that new colony work in order to eat?" Include the following questions: Was John Smith fair in his demands? What would have happened if everyone refused to work? What jobs were available and necessary in early Jamestown colony? Have children pantomime some of the jobs which might have been done in Jamestown. Have children draw pictures depicting what would happen if one of the Jamestown workers was missing. Others guess which worker is missing. Suggested list of jobs: Tanner Carpenter Tailor Cabinetmaker Blacksmith Tinsmith Barber

RESOURCES	EVALUATION
Anderson. The Changing New World, Silver Burdett Company, 1967, pp. 65-66. McGovern. Colonial Times, Scholastic Book Services, 1964, pp. 69-75. Harris. Captain John Smith, Billups, 1967. Resource Person: Administrator Workbook to accompany The Changing New World.	Have each child write a paragraph comparing life in Jamestown with and without cooperation.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify jobs related to our government. The pupil will be able to define the terms legislative, executive, and judicial.	Have class read and complete pages 99-105, in The Changing New World. Ask children to list on the board the jobs related to our government. Ask why we need government. Discuss the three branches of our federal government and the jobs which are included in each branch. (Representatives, senators, department of treasury, etc.) Discuss how these jobs are obtained (by election or appointment) and what skills and knowledge are necessary for each.

RESOURCES	EVALUATION
Anderson. The Changing New World, Silver Burdett, 1967, pp. 98-105. Anderson. The Changing New World Workbook, pp. 33-37. Field Trip: Courthouse or State Capital in Baton Rouge	Have the pupils list jobs related to the three branches of our government and their effect on society.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupils will be able to identify five jobs related to the oil industry.	Have children read and complete pages 233-235, The Changing New World. Direct the pupils attention to the map on page 233.
The pupils will be able to differentiate between educational background and skills necessary for some jobs as opposed to others.	Lead them to observe the concentration of oil resources.
	Discuss the importance of oil as a source of livelihood. Ask the pupils to list together on the board jobs related to the oil industry with which they are familiar.
	Plan a trip to the oil center.
	Have a speaker from the oil industry. He can talk to the class about his duties and training.

RESOURCES	EVALUATION
Anderson, Edna. The Changing New World, Silver Burdett, 1967, pp. 233-235. Cooke, David K. Behind the Scenes at an Oil Field, Dodd, Mead & Company, 1959. Buehr, Oil and Today's Black Magic, Morrow, 1957. Resource Persons: Petroleum engineer Roughneck Resources: Oil Center Lafayette Geological Soceity	Have the children list in writing five jobs related to the oil industry and write a brief resume' concerning the educational background and skills necessary for each job.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupils will be able to write a paragraph describing the effect of Henry Ford's contribution upon society.	Have children read and complete pages 246-249, in The Changing New World.
The pupils will be able to define mass production.	Discuss Henry Ford's contributions to society, asking the following questions: How did Henry Ford's invention of the automobile affect our lives? What is mass production? What advantages does the assembly line method of production have?
	Have pupils construct a model car (either plastic or homemade) using an assembly line method. Stress the importance of interaction.
	Using the picture of Henry Ford's first car, make a puzzle. Have the students cut it into pieces along the lines. Number them and distribute the puzzle pieces to the class and, starting with the corners and sides, allow the students one at a time to place the pieces in the proper places. Some will be unable to position their puzzle piece the first time they go to the puzzle. Point out the dependency of the students upon one another for successful completion of the puzzle. Discuss the necessity for using the proper sequence in putting the pieces together and relate this to an assembly line.
	See Appendix page 267.
	Have pupils make a chronological history line of the development of land transportation. Use pictures and dates to represent each. Explain how each technological development depended on previous discoveries.
	Plan a field trip to an automobile dealer company.

RESOURCES	EVALUATION
Anderson. *The Changing New World*, Silver Burdett, 1967, pp. 246-249.	Have each pupil write a paragraph on how Henry Ford's contribution has affected society. Include in the paragraph a definition of mass production.
Montgomery. *Henry Ford, Automotive Pioneer*, Garrard, 1969.	
Gilbert. Henry Ford, *Maker of the Model T*, Houghton Mifflin Co., 1962.	
Aird & Ruddiman. *Henry Ford: Boy With Ideas*, Bobbs-Merrill Company, 1960.	
Russell, David. *Trails to Treasure*, Ginn and Company, 1966, pp. 60-71.	
Filmstrip: "What Transportation Means to Us."	
Film: "Magic Highways, U.S.A." USL Film Library.	
Trails to Treasure, "Henry Can Fix It," Ginn, 1964, pp. 151-160.	
Resource Person: Chevrolet salesman "Changes in Autos"	
Resource: Hub City Ford	

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY REFLECTS THE CREATIVE FORCE OF WORK.

SUBCONCEPT: A PERSON'S WORK MAY BE DIRECTLY BENEFICIAL TO OTHERS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Pupils will be able to name various careers in the trucking industry and various kinds of trucks used.	Have children read and discuss pages 129-135, "Highway Into the West" in The Changing New World. Students will compare transportation in the 1800's with modern transportation.
Pupils will understand how the lives of many people depend on the trucking industry for goods and services.	Discuss chart "Is Your Future in the Trucking Industry?" (See Resources) Name the different trucks shown.
	Begin planning a skit involving several jobs in trucking.
	Read and discuss important sections from "Trucks and Things You'll Want to Know About Them." (See Resources)
	Construct a bulletin board of kinds of trucks and goods or services they render. Children bring pictures for this.
	Have students make up a safety game using the rules of the road. Guide them to use a variety of these rules.
	Complete activities on back of trucking booklet.
	Plan a field trip to Red Ball Motor Freight Lines.

RESOURCES	EVALUATION
Anderson. The Changing New World, Silver Burdett, 1967, pp. 129-135. Is Your Future in The Trucking Industry? Educational Services Public Relations Department American Trucking Association, 1616 P Street, Northwest Washington, D.C. 20036. Trucks and Things You'll Want to Know About Them (Free in classroom quantities, from same address above) Magazines such as McCall's, American Home, Redbook, etc. Robinson. Open Highways, Book 6, Scott, Foresman, 1966, pp. 8-13.	Have pupils list the following: 1. Five office jobs in trucking industry. 2. Five trucking workers who use heavy machinery or equipment. 3. Five businesses which depend on trucks to supply them with goods. 4. Five businesses or organizations which depend on trucks to supply them with services.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupils will be able to identify six jobs related to air transportation. The pupils will be able to differentiate between educational background and skills necessary for some jobs as opposed to others.	Have class read and complete pages 249-250, in The Changing New World. As an outside assignment, have pupils prepare a list of jobs available in air transportation. Compile a list of jobs on the board and add additional jobs. (See Career Kit). Plan a field trip to the airport to observe the various jobs being performed. Divide the class into groups. Each group will select one phase of air transportation and develop background information by bringing pictures and doing research. Each group will share the information gained with the class. Use this list of jobs: Pilot Co-pilot Navigator Flight engineer Stewardess or steward Mechanic Baggage handlers Reservation and ticket clerks Air traffic controller Dispatcher Allow selected pupils to create a bulletin board illustrating the different jobs involved in air transportation.

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RESOURCES	EVALUATION
Anderson, Edna. The Changing New World, Silver Burdett, 1967, pp. 249-250. Chace, Haile. About the Pilot of a Plane, Melmont, 1959. Blandford, Edmund. The True Book of Flight, Children's Press, 1968. Lewellen, John. The True Book of Airports and Airplanes, Children's Press, 1956. Sootin, Laura. Let's Go To An Airport, G.P. Putnam's Sons, 1957. Greene, Carla. I Want to Be an Airplane Hostess, Children's Press, 1958. Stuart, The Airplane at the Airport, Melmont, 1958. Greene, Carla. Railroad Engineers and Airplane Pilots' What Do They Do? Harper and Row, 1964. Desk Top Career Kits: Simi-Skilled Workers Cards No. 806, 919 Science and Engineering Card No. 002 (0-19.03) Bulletin No. B-103 Career Exploratory Kit Card No. 184 Bulletin No. B-69, B-139, B-43, B-125, B -117.	Have each pupil list six jobs related to air transportation and tell briefly the education and skills needed for each.

GRADE: FIVE SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY REFLECTS THE CREATIVE FORCE OF WORK.

SUBCONCEPT:* SOCIETAL NEEDS DETERMINE VOCATIONAL OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Pupils will understand the importance of railroads in the history of our country. Pupils will become acquainted with the work of the railroad to make train service modern and efficient. Pupils will understand how the development of railroads depended on natural resources. Pupils will be able to name four workers affected by railroads and explain how each is affected.	Have children read "The Changing Ways of Living on the Great Plains," pages 209-211 in The Changing New World. Survey the class for pupils who have ridden on trains or have relatives working for the railroad. Arrange for a talk to be given by one of these resource persons. Discuss the relations of transportation to societal needs, such as, food, fuel, clothing, agriculture, housing, and communication. Prepare to take a short train trip to a nearby town. On the way, develop problems based on the weights of locomotives, railway mileage, travel costs, etc. Also discuss occupations affected by the railroad across the country. Have students prepare scrapbooks on the history of railroading, depicting some of the important events in the development of America's railroads. Prepare outline maps of the United States showing the spread of railways by decades. Cut pictures from magazines of various commodities shipped by train and paste them on the map in the area where they are produced. Make a mural of the changes in fuel used and types of locomotives used over the years. *See unit on railroads.

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RESOURCES	EVALUATION
Anderson, Edna A. The Changing New World, Silver Burdett, 1967, pp. 209-211. Free wall Charts Educational and Group Relations Association of America Railroads Transportation Building Washington, D.C, 20006 Encyclopedia Newspapers Magazines Films: "Train Trip Through the Rocky Mountains" 14 minutes, color, Films West. Baker, I Want to Be a Railroad Engineer, Children's Press, 1958. Greene, Carla. Railroad Engineers and Airplane Pilots - What Do They Do? Harper & Row, 1964. Russell, David. Trails to Treasure, Ginn, "100 Edition," 1966, pp. 189-198, and p. 274. Filmstrip: "Passenger Trains at Work" #6344. Resource Person: Railroad worker Field Trip: Train trip or visit to railway station. Materials: Paint, freezer paper, paste, posters.	Have pupils name at least four workers affected by the locomotive and tell how they are affected. Have children give three reasons why we needed railroads in the 19th century and three reasons why we need railroads today. Have pupils name three workers needed to build the transcontinental railroad and three different kinds of fuels which have been used by locomotives.

GRADE: FIVE SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: ANY OCCUPATIONAL FIELD MIGHT ENCOMPASS MANY DIFFERENT KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupils will be able to identify five (5) jobs related to the field of chemistry. The pupils will be able to differentiate between educational background and skills necessary for some jobs as opposed to others.	Have the children read and complete pages 65-112. With the help of the class, list on the board some jobs in which a knowledge of chemistry is necessary. For example: doctor, nurse, pharmacists, technician, chemical engineer, chemist. Divide class into groups. Each group will gather information concerning educational background and skills necessary for a specific career related to the field of chemistry. Have a druggist speak to the class about educational requirements for his job.

RESOURCES	EVALUATION
Jacobson, Williard. *Inquiring Into Science*, American Book Company, 1965, pp. 65-112. Halliquist. *Bettine's Secret*, Scholastic Services, 1973. Elting. *Arrow Book of Nurses*, Scholastic Services, 1973. Resource Person: Jerry Mitchell of Eckerd Drugs.	Have each group share with the class the information gained. This can be done by oral reports or posters.

GRADE: FIVE SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: ANY OCCUPATIONAL FIELD MIGHT ENCOMPASS MANY DIFFERENT KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to match five fields of biology to the area of study it encompasses.	Have pupils read and complete pages 113-176. Complete number one in "Things To Do" on page 176. Discuss findings with class after completion. Plan a field trip to the zoo in Baton Rouge or to a florist shop. Have a zoologist or botanist speak to the class.

RESOURCES	EVALUATION
Jacobson, Williard. *Inquiring Into Science*, American Book Company, 1965, pp. 113-176. Field trip: Baton Rouge zoo or LaFleur Florist Resource person: zoologist or botanist	Using two columns, list the fields of biology and the area of study necessary for each. Have the student pair the field of biology and the area of study.

GRADE: FIVE SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to identify in writing one job related to electricity and describe the educational background and skills required for that job.	Have the students read and complete pages 177-239. In an oral discussion, give students an opportunity to name jobs related to electricity. As an outside assignment, make each student responsible for bringing in an additional occupation in electricity. With students' complete list of jobs available in electricity, compile a list of constructive questions to ask resource persons concerning the educational background and skills required for their respective job. Have one or more resource persons visit the class. (Examples: an electrical lineman, an electrician, and an electrical engineer.) Plan a field trip to a power plant. Discuss and organize information gained.

RESOURCES	EVALUATION
Jacobson, Williard. Inquiring Into Science, American Book Company, 1965, pp. 177-239. Field Trip: Power Plant Resource person: Electrician or electrical engineer.	Have the pupils write a paragraph on one occupation in electricity, explaining the educational background and skills required.

GRADE: FIVE SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to explain in writing three ways the four basic operations in math are essential to banking.	Use this unit before Chapter 11, as an introduction to Chapters 11 and 111. Ask the students how they think the four basic operations are used in banking either by customers or employees. As preparation for a field trip to the bank, read with the class a book on banking, or have a banker give a talk on banking. Visit a bank to discover the ways in which math is used. Upon returning to the class, discuss information gained.

RESOURCES	EVALUATION
Gundlack, Bernard H. Mathematics 5, Laidlaw, 1968. Sootin, Laura. Let's Go to a Bank, G.P. Putnam's Sons, 1957. Rees, Elinor. At the Bank, Melmont, 1959. Shay, Arthur. What Happens When You Put Money in the Bank, Reilby and Lee, 1967. Davis, Mary. Careers in a Bank, Lerner Publications Company, 1973. (Career Resource Center). Field trip: Guaranty Bank First National Bank Resource person: Officer of Guaranty Bank Officer of First National Bank	Have each pupil write a paragraph explaining three ways that the four basic operations in math are essential to banking.

GRADE: FIVE SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will be able to list five jobs in which a knowledge of measurement is essential.	As an introduction to Chapter 10, ask the students to name some jobs for which they think a knowledge of measurement will be useful. For example: carpentry, seamstress, chef, surveyor, plumber. Discuss reasons for the necessity of the knowledge of measurement. Display a bulletin board on measurement. (See Appendix page 268.) Have a carpenter speak to the class on how he uses measurement in his work.

RESOURCES	EVALUATION
Gundlack, Bernard H. Mathematics 5, Laidlaw, 1968, p. 217. Films: Measurement, (16 mm - El, Coronet, BW 11 minutes) Measures, (16mm - EL, JH, Coronet, BW) Let's Measure, (16mm - PR, Coronet BW) Free Chart: "History of Measurement" Ford Motor Company Educational Affairs Department The American Road, Dearborn, Michigan 48121. Resource person: carpenter Resource: Lafayette Highway Department	Have each student list five jobs in which a knowledge of measurement is essential and give a reason for each.

GRADE: FIVE SUBJECT AREA: MATHEMATICS

CONCEPT: CAREER EDUCATION PREPARES MAN FOR THE WORLD OF WORK.

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Pupils will be able to name specific uses of math in five specific areas of work.	Discuss with students, eliciting responses for what they think is necessary or desirable to learn in math to work as a carpenter, printer, store clerk, banker, accountant, oil field worker, surveyor, etc. Ask students to choose a career requiring math which they would like to report on. Have them bring or make gauges, meters, cash registers, adding machines, slide rules, or other instruments needed in the job they choose. Present demonstrations to class. Have students interview parents to find out how they use math in their everyday lives. Plan field trip to vocational school.

RESOURCES	EVALUATION
Gundlack, Bernard H. Introduction, Mathematics 5, Laidlaw, 1968. Weess. Zero to Zellions: The Arrow Book of Number Magic, Scholastic Services, 1973. Materials or tools used in various math careers. Field trip: Vocational School.	Have pupils name five workers, and explain how they use math in their work.

AUTOBIOGRAPHY

Write an autobiography or story of your life. Write the first copy in pencil. Correct your mistakes. Make a final copy in ink. Give the final copy to the teacher to place in your records. Use the outline below as a guide.

I. Give an account of your early life.
A. When were you born?
B. Where were you born?
C. Where have you lived?

II. Characterize your family.
A. Who is your father? (name, address, education, occupation, etc.)
B. Who is your mother? (name, address, education, occupation, etc.)
C. Who are your brothers and sisters? Describe them.

III. Describe your health.
A. Are you in good general health?
B. Have you ever had a serious illness? If so, what?

IV. Picture your home life.
A. How would you describe your home?
B. What is outstanding about your room?
C. What are your home duties?

V. Tell about your school life.
A. What kind of student are you?
B. What subjects do you like or dislike most?
C. Do you belong to any clubs or take part in any activities?

VI. What are your future plans?
A. Do you plan to finish high school?
B. What do you plan to do after graduation?

VII. Describe your vocational interests and abilities.
A. What kind of work do you enjoy doing?
B. What three jobs do you think you would like to do?
C. Have you ever worked part-time? If so, when and where?
D. Do you have any special abilities?

VIII. Describe your social interests.
A. To what out-of-school clubs do you belong?
B. Do you attend church?

IX. Tell about your leisure-time activities.
A. Do you have a hobby? If so, what is it?
B. What do you enjoy most in your spare time? (sports, dancing, etc.)
C. What magazines and papers do you read at home?
D. What interesting places have you visited?

X. Include any other experiences you have had that might give a more complete picture of yourself.

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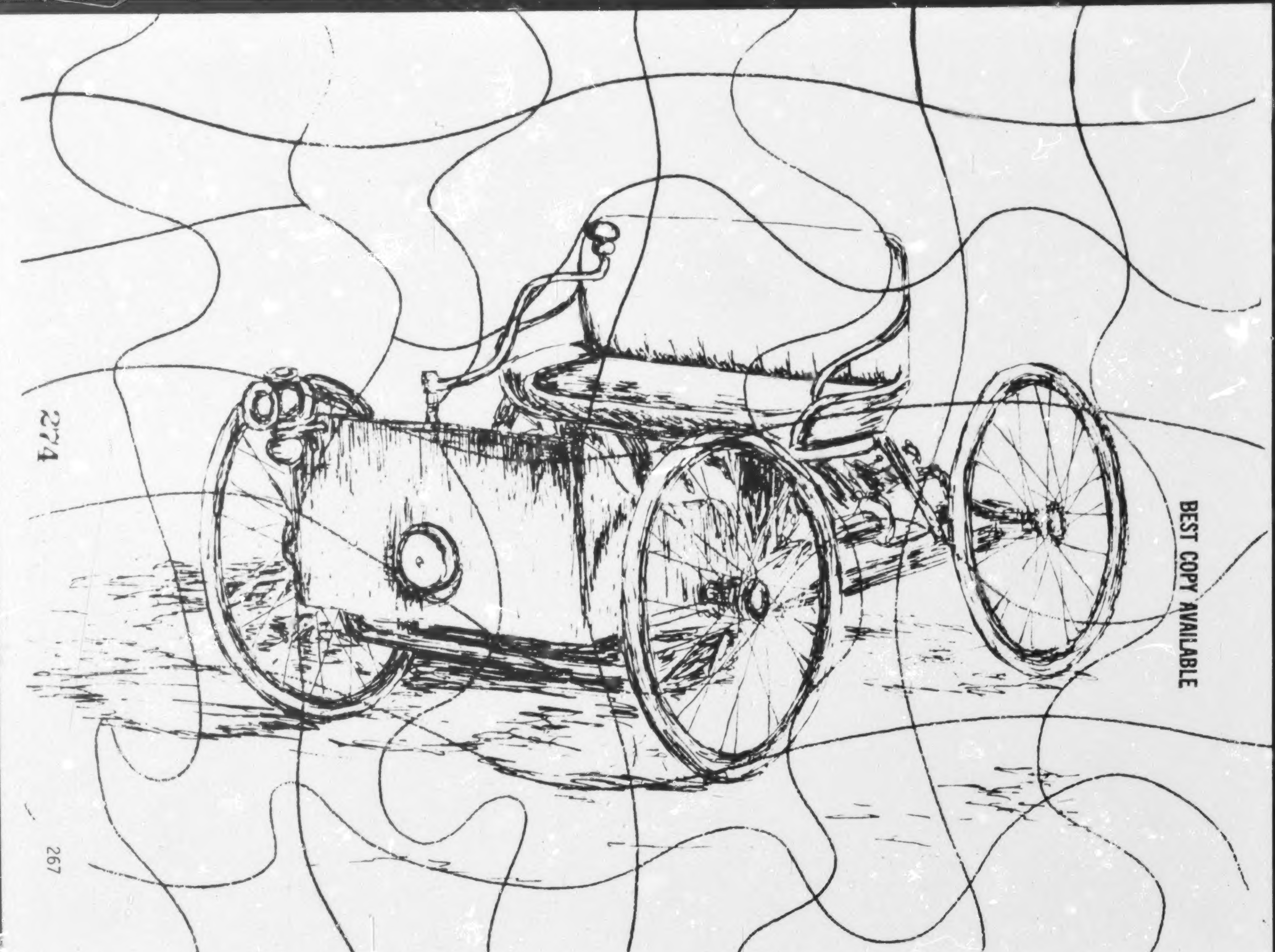

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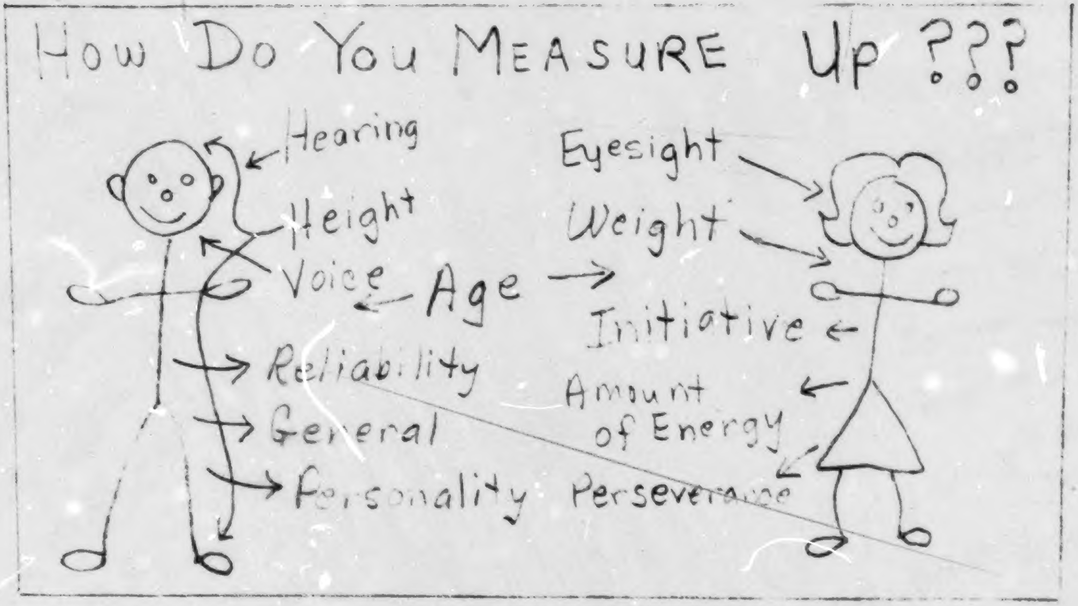
How Do You Measure Up???
Hearing
Height
Voice
Age
Reliability
General
Personality
Eyesight
Weight
Initiative
Amount of Energy
Perseverance

SUGGESTIONS:

Use very attractive illustrations for boy and girl. If possible, cut large size grooming posters. (These are available from Avon, etc.) Mount words on colored paper and use colored arrows.

UNIT DEVELOPMENT PACKETS

GRADE FIVE

Social Studies
"Railroads and the Growth of America" by Donnie Johnston
(Use in conjunction with study of westward expansion across the Great Plains.)

"The Trucking Industry" by Donnie Johnston
(Use in conjunction with the study of the development of transportation routes.)

Science
"Geological Activities" by Donnie Johnston
(Use in conjunction with textbook chapters on the earth's surface.)

Language Arts
"Telephone Careers" by Donnie Johnston

Mathematics
"Metric System: Measurement Now and in the Future" by Marilyn Guidry

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GRADE: SIX SUBJECT AREA: ALL SUBJECTS

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify the different kinds of jobs related to the subject matter used in the sixth grade.	Conduct this as a project for the entire school year. Have each student keep a Career Folder. In this folder, as the year progresses, have student list the various jobs and occupations rleated to or suggested by any lessons in language arts, science and health, mathematics, and social studies. List each of these subject areas on a separate page. Advisably, let the students work on their folders about once a week. Include other items in the folder, such as reports on various occupations, written evaluations of career lessons, pictures illustrating different occupations or jobs, and other material the teacher considers sutiable. NOTE: Although the main responsibility for this project may be assumed by any teacher, it would probably fit best in the language arts program.

RESOURCES	EVALUATION
Resources are listed for all the sample lesson plans. It is hoped that each teacher will use many other resources which are not mentioned here. The teacher should try to acquire a good supply of magazines of all types.	At the end of the year, the pupil will, after examining the contents of his folder, write a paragraph or more entitled "The World of Work." This should be a summary of all he has learned about work and jobs.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES A PERSON TO ENTER INTO AND FUNCTION IN THE WORKING WORLD.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will see that a person with self-confidence can overcome difficulties.	Have pupils read "Lost in the Marshlands." Discuss these questions, which are taken from page 80 of the Teacher's Edition: 1. What kind of person is Gabee? 2. What kind of person is his father? 3. What did Gabee learn from his adventure? 4. In what different ways might Gabee have acted? 5. Will Gabee's life be an easy one? Why or why not? Have the pupils research and write a report on one of the following topics to put in Career Folder: "Fur Industry in Louisiana" or "Muskrats." Assign the story "Storm on the Mountain" in Aboard the Story Rocket.

RESOURCES	EVALUATION
Russell, David H. Wings to Adventure, 100 Edition, Ginn, 1966, pp. 10-22. Aboard the Story Rocket, Second Edition, Singer, 1965, pp. 54-72. Carlson, Natalie S. The Latter on the Tree, Harper and Row, 1964. Lenski, Lois, Bayou Suzett, J. B. Lippincott Company, 1943. Rounds, Glen. Swamp Life: An Almanac, Prentice-Hall Inc., 1957. 917.63 Louisiana: From Its Glorious Past to the Present.	The pupil will explain how Gabee felt when he realized he was lost and how his self-confidence helped him to overcome his difficulty.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: THE INDIVIDUAL'S PERCEPTION OF PEOPLE AFFECTS HIS ABILITY TO WORK COOPERATIVELY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will recognize the fact that it is unwise to judge a person prematurely and will demonstrate this by describing one person's opinion of another both before and after getting to know that person.	Have pupils read "Two Against the Sea" in Wings to Adventure. Discuss with the class the section "Reading and Interpreting the Story" on pages 91-92 of Teacher's Edition, paying particular attention to interpreting the characters' feelings and emotions. Have class read the poem "The Right Kind of People" on page 184 of the text. Discuss the meaning of the poem.

RESOURCES	EVALUATION
Russell, David. Wings to Adventure, 100 Edition, Ginn, 1966, pp. 23-35 and 184. Coatsworth, Elizabeth. Alice-all-by-Herself, The Macmillian Company, 1937. Robinson, Mabel. Bright Island, Random House, Inc., 1951. Peyton, K.M. Sea Fever, The World Publishing Co., 1963. Films: "Making Friends" EBF, BW, 11 minutes. "Other Fellow's Feelings" BW, 8 minutes.	The pupils will contrast Janie's opinion of Myra at the beginning of the story with her opinion of Myra at the end of the story.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: A PERSON'S WORK MAY CONTRIBUTE TO A POSITIVE CONCEPT OF SELF.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will realize that fulfilling one's responsibilities can give one a feeling of worth.	Have pupils read "Tim and the Purple Whistles" in Wings to Adventure. Have pupils tell: 1. What responsibilities to you have to fulfill at home? What would happen if you did not fulfill those responsibilities? How do you feel when you have fulfilled those responsibilities especially well? 2. What are your responsibilities at school? Do you get any satisfaction from fulfilling those responsibilities?

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RESOURCES	EVALUATION
Russell, David H. *Wings to Adventure*, 100 Edition, Ginn, 1966, pp. 37-51. Tunis, Edwin. *Colonial Living*, The World Publishing Company, 1957. Speare, Elizabeth G. *Life in Colonial America*, Random House Inc., 1963.	Pupils will discuss these questions: 1. How did Tim feel about himself before Josh Walker's visit? 2. Why did Tim's father want Tim to work with Josh Walker? 3. Why did Tim's father give Tim the purple whistle? 4. How did Tim react when an emergency actually occurred? 5. How did Tim feel about himself afterward?

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: EACH INDIVIDUAL HAS A CONTRIBUTION TO MAKE IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will see that there are many ways in which an individual can be useful.	Have the class read "The Wool Sack" in *Wings to Adventure*. Discuss the story with the class, using questions in the Teacher's Edition page 225 "Reading and Interpreting the Story."

RESOURCES	EVALUATION
Russell, David H. Wings to Adventure, 100 Edition, Ginn, 1966, pp. 169-178. Wriston, Hildreth T. Show Lamb, Abington Press, 1953. Burt, Olive W. Prince of the Ranch, The Bobbs-Merrill Company, Inc., 1949. Garst, Shannon. Rusty at Rom's Horn Ranch, Abington Press, 1951. World Book Encyclopedia, "Vocational Guidance" (This article includes a list of articles on Career Opportunities) Compton's Encyclopedia, "Vocations: How to Choose the Right Vocation" Film: "Life on a Sheep Ranch" (Coronet) 11 minutes, color or b&w, 65 East South Water Street, Chicago, Ill., 606011.	Referring to the story, have pupils list the characters and tell what job each had to do during the shearing.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY PROVIDES REWARDS FOR WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will understand that work is rewarded by self-respect and by the respect of other people, as well as by monetary rewards.	Have the pupils read "Two Logs Crossing," in Wings to Adventure. Discuss: 1. Why do people work? 2. Why does a person choose one type of job over another? 3. Why might a person sometimes choose a job which pays less instead of a higher-paying job? Ask the pupils to read "Krishna's Birthday Party" in On Story Wings. Have the class read "That Lazy Maric" in Aboard the Story Rocket. Discuss questions on page 259.

RESOURCES	EVALUATION
Wings to Adventure, 100 Edition, Ginn, 1966, pp. 198-208. On Story Wings, Ginn, 1962, pp. 250-260. Aboard the Story Rocket, Second Edition, Singer, 1965, pp. 249-259.	Have pupils describe the factors influencing John's determination to earn money. He will tell why the judge was willing to lend John money for a second time.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: VALUE JUDGMENTS INFLUENCE VOCATIONAL CHOICE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will see that different people have different values and that decisions concerning one's life work are based on these values.	Have pupils read "Hill Farm in New England," in Wings to Adventure. Discuss these points: 1. Some people like to work in cities; some like to work on farms. 2. City occupations are different from farm occupations, but both are necessary. Ask pupils to select one city job and one farm job and research the topic to prepare a one-page report to be placed in Career Folder. Have class read the poem "Vocation" in On Story Wings. Have pupils find pictures illustrating farm work and place these in the Career Folder.

RESOURCES	EVALUATION
Russell, David H. Wings to Adventure, 100 Edition, Ginn, 1966, pp. 156-168. On Story Wings. Ginn, 1962, p. 261. Lenski, Lois. Blue Ridge Billy, J. B. Lippincott Company, 1946. Yates, Elizabeth. Mountain Born, Coward-McCann, Inc., 1943. Sorensen, Virginia. Miracles on Maple Hill, Harcourt, Brace and World, Inc., 1956. Desk-Top Career Kit. See cards for: "Farming and Fishing Careers" "Plant Farming Careers" "Animal Farming Careers" World Book Encyclopedia "Farm and Farming" New Book of Knowledge "Farm Life"	Using the questions suggested on page 217 of the Teacher's Edition, have the class discuss the different values held by Dave and Jay. Have the class complete the exercise "Life on a New England Farm" on page 218 of the Teacher's Edition.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: CAREERS

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE NECESSARY FOR SPECIFIC KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify skills needed by truck drivers.	Have pupils read "A Roadeo! What's That?" in Open Highways, Book 6. Have pupils find pictures of truck drivers to put in Career Folder. Have a truck driver come to speak to the class. If possible, arrange this with a local company so that the driver can bring a truck, demonstrate parking manuevers, etc. and allow the children to explore the cab and trailer of the truck.

RESOURCES	EVALUATION
Monroe, Marion. Open Highways, Book 6, Scott, Foresman, 1966, pp. 8-13. Desk-Top Career Kit. Cards for: "Motor Freight Drivers" "Transportation Careers" Miscellaneous	Have pupils name at least three skills needed by truck drivers.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SOCIETY

SUBCONCEPT: A PERSON'S WORK MAY BE DIRECTLY BENEFICIAL TO OTHERS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will tell how one man's work provides benefits for many people.	Have pupils read the story "Louis Pasteur" in the reader Open Highways, Book 6. Ask pupils to look in magazines and newspapers for pictures of or articles about workers in the field of health services to be put in Career Folder.

RESOURCES	EVALUATION
Monroe, Marion. Open Highways, Book 6, Scott, Foresman, 1966, pp. 125-127. Byrd, Oliver E. Health, Laidlaw Brothers, 1966, pp. 135-136; 139-140; 158-159. Filmstrip: "The Story of Doctor Lister"	Have the pupils tell orally the benefits provided for other people by Louis Pasteur's experimentation with (1) pasteurization of milk, and (2) rabies vaccine.

GRADE: SIX SUBJECT AREA: LANGUAGE ARTS-READING

CONCEPT: SELF

SUBCONCEPT: THERE ARE IDENTIFIABLE ATTITUDES AND BEHAVIORS WHICH ENABLE ONE TO OBTAIN AND HOLD A JOB.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify the attitude and behavior required for a specific job.	The pupil will read "A Spear for Omar" in Open Highways, Book 6.

RESOURCES	EVALUATION
Monroe, Marion. Open Highways, Book 6, Scott, Foresman, 1966, pp. 338-349. World Book Encyclopedia "Spearfishing"	Have the pupils tell what specific attitudes are needed for the job of spearfishing, and what type of behavior is required.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: SOME JOBS ARE FOUND EVERYWHERE BUT SOME ARE FOUND ONLY IN CERTAIN PLACES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will become aware of the fact that many factors affect what jobs are available in a certain place at a certain time.	Conduct a study of the ancient Sumerians. Have the class take note of the ways of living available to these people. Discuss factors which make these jobs possible or necessary. Ask the pupils to compare the means of living in this ancient period to those of today.

RESOURCES	EVALUATION
Cooper, Kenneth S. *The Changing Old World*, Silver Burdett, 1967, pp. 20-29.	Have pupils complete the evaluation given on page 498 of the appendix.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREERS

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPES OF WORKERS ARE NEEDED, OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will become aware of changes in job fields which were brought about by the Industrial Revolution.	Have the class use the social studies textbook to learn about the changes which took place in northern Europe after the Middle Ages. Discuss the changes in manufacturing, farming, transportation and social structure of northern Europe after the Middle Ages. Ask the class how these changes caused some jobs to be eliminated and new occupations to be created. Have the pupil pretend he is a worker whose job has become obsolete because of some development in the Industrial Revolution. Ask him to tell how he feels about this; his worries and his possible plans to prepare for a new job.

RESOURCES	EVALUATION
Cooper, Kenneth. The Changing Old World, Silver Burdett, 1967, pp. 157-177.	Have pupils prepare a list of new occupations which were created by technological changes after the Middle Ages. Place list in the Career Education Folder.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: SOME JOBS ARE NEEDED EVERYWHERE BUT SOME ARE FOUND ONLY IN CERTAIN PLACES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will become aware that setting and environment determine availability of jobs.	Have pupils read "Northern Europe Today: The British Isles," on pages 178-189 of The Changing Old World, and discuss the questions on page 189. Ask the pupils to tell what kinds of work their parents do. Discuss what other kinds of jobs are available in the immediate area and what types are obviously not available.

RESOURCES

Cooper, Kenneth. *The Changing Old World*, Silver Burdett, 1967, pp. 178-189.

Filmstrips:
"The British Isles; Industry and the United Kingdom"
Carencro Elementary Library Number 141.

World Book Encyclopedia
"Great Britain: Economy."

Films:
"England: Industrial Empire," United World Films, Color, 17 minutes.

EVALUATION

Using information gained in reading and referring to the map on page 183, have the pupils complete the following exercise:

How would you most likely make a living in Wales?
farmer or *shepherd*
miner or forest worker

In Manchester?
Factory worker or
tourist guide

In London?
Office worker or
farmer ship builder or
sales clerk

In Eastern England?
farmer or miner

Near Glasgow?
miner or lumberman

In Liverpool?
factory worker or
government employee

Near Belfast?
miner or *herder*

In Northern Scotland?
construction worker or
farmer

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREERS

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will name specific occupations which are suggested by certain pictures.	In connection with the study of Northern Europe, ask the pupils to study the illustrations in the textbook in an effort to determine what kinds of work are done by the people of Northern Europe. Emphasize farming, manufacturing, mining, trade, transportation, tourism, and fishing. Have the class discuss these pictures. As the study of the unit progresses and the pupil reads the textbook and views films, have the pupil look for the ways of making a living which are shown. Read the stories "Like Knights of Old," and "Four Bays and the French Care of Lascaux" and "Lure of the Sea," and discover the different careers one can follow.

RESOURCES	EVALUATION
Cooper, Kenneth. *The Changing Old World*, Silver Burdett, 1967, pp. 178-219. Schwartz, Melvin and John R. O'Connor. *Exploring a Changing World*, Globe Book Company, 1966, pp. 202-259. Robinson, Helen M. *Open Highways*, Book 6, 1966, pp. 210-224. Witty, Paul A. *Treasure Gold*, D.C. Heath and Company, 1964, pp. 136-143, 179-185. Films: "Belgium and the Netherlands" "Finland: Land of the North" "Ireland: A New Look at the Emerald Isle" "Mountain Farmers: Switzerland" "Scandinavia: Norway, Sweden, and Denmark" "West Germany: Story of Industrial Growth"	The pupil will name ten specific occupations which are prevalent in Northern Europe. Better pupils may be asked to name 20 occupations.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will understand how workers in various fields depend on those in other fields for goods and services.	Have pupils read about workers in the British Isles, and discuss the interdependency of several occupational groups. Ask pupils to find (or draw) pictures which illustrate types of work common in the British Isles, and place them in the Career Folder. Draw a mural contrasting the city dwellers and factory workers and showing their dependence on each other.

RESOURCES	EVALUATION
Cooper, Kenneth. The Changing Old World, Silver Burdett, 1967, pp. 180-184. Filmstrip: "The British Isles: The United Kingdom and the Sea" Carencro Elementary, Library Number 142.	The pupil will tell how: 1. City dwellers and factory workers depend on farmers (for food, wool, etc.). 2. Farmers and city dwellers depend on factory workers (for manufactured goods). 3. Farmers depend on city dwellers (for a market for crops). 4. City dwellers depend on fishermen (for food). 5. Factory workers depend on transportation workers (for shipping raw materials and manufactured goods). 6. Factory workers depend on miners (for raw materials). 7. Fishermen depend on factory workers (for building boats, making nets, etc.).

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREERS

SUBCONCEPT: THERE ARE MANY WAYS OF WORKING.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will name various ways of making a living in the Soviet Union today.	In conjunction with the study of the Union of Soviet Socialist Republics, have the class discuss the various occupations of the Russian people, and the effects of geographical and political factors on them. Remind the students that the Soviet Union is in the news every day. Have them keep a scrap book of newspaper clippings about events that are taking place in the world in which the Soviet Union is involved.

RESOURCES	EVALUATION
Cooper, Kenneth. The Changing Old World, Silver Burdett, 1967, pp. 240-252. Schwartz, Melain and John R. O'Connor, Exploring a Changing World, Globe Book Company, 1966, pp. 262-310. Filmstrips: "The Soviet Union" "Russia and the World Today"	Have students list as many occupations as he can which are available to the people of Russia, and which are suggested by what he has learned about Russia. Permit pupils to add to their lists occupations named by other students. Put these lists into the student's Career Education Folder.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: THE CUSTOMS, TRADITIONS, AND ATTITUDES OF SOCIETY AFFECT THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will produce a written description of factors which might limit one's choice of occupation.	Have the pupils study about the caste system which existed in India. Although this is an extreme example, discuss with the class examples of how, even in our society, poeple are sometimes restricted in their choice of careers through various factors such as lack of educational opportunities, restructions because of race or sex, and union requirements.

RESOURCES	EVALUATION
Cooper, Kenneth. The Changing Old World, Silver Burdett, 1967, pp. 276-278. Russell, David H. Wings to Adventure, Ginn and Company, 1966, pp. 465-476. Schwartz, Melvin and John R. O'Connor. Exploring a Changing World, Globe Book Company, 1966, pp. 440-441. World Book Encyclopedia "Caste: Hindus" "India: Religion"	Assign a written paragraph describing various factors which sometimes limit a person's choice of occupation.

GRADE: SIX SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREERS

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify the different kinds of work done in a modern industrial nation--Japan.	Assign a reading lesson about modern Japan in their social studies textbook. Have the class discuss various occupations in Japan and factors which make these occupations possible or necessary, such as natural resources, location, transportation, etc. Ask the students to find pictures which illustrate types of jobs common to both the United States and Japan, and place these in their Career Folders.

RESOURCES	EVALUATION
Cooper, Kenneth. The Changing Old World, Silver Burdett, 1967, pp. 335-340. Filmstrips: "Farming in Japan" "Fishing in Japan" World Book Encyclopedia "Japan: Economy" Film: "Japan's Food From Land and Sea" Terling, color, 12 minutes.	The pupils will list various kinds of work done in Japan. The class will write a comparative type paragraph on kinds of work done in Japan and the United States.

GRADE: SIX SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will understand that one area of knowledge can be valuable to people in many types of jobs.	Have the pupil read Unit 2, "Energy from the Sun" in *Investigating in Science*. As work on the unit progresses, ask the class to identify as many jobs as possible which are related to the subject matter presented in the unit. These should include: 1. astronomy 2. radio communications (page 75) 3. nuclear scientist (page 79) 4. greenhouse gardener (pages 82-83) 5. house builder (page 83) 6. farmer (page 83)

RESOURCES	EVALUATION
Jacobson, Williard. Investigating in Science, American Book Company, 1965, pp. 63-111. World Book Encyclopedia "Astronomy: The Astronomers Tools"; "Astronomy: Astronomy Careers" Film: "Man in Space," Walt Disney, color, 30 minutes. Library Books Science in Your Future	Have the pupil choose one of the workers named in the activities and write a brief paragraph describing how the worker can utilize knowledge of solar energy.

GRADE: SIX SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: ANY OCCUPATIONAL FIELD MIGHT ENCOMPASS MANY DIFFERENT KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify the various areas of specialization within the field of oceanography.	Have the pupil learn about the ocean in the science textbook. As the daily study of this material progresses, guide the discussion to include the various types of workers involved in the study of the ocean. Have the pupil read "Through the Window of the Bathysphere" in *On Story Wings*. Have the weaker pupils read "Diving Can Be Useful" in *Open Highways*, Book 6. Ask the pupil to research and write a report on one of the following topics to be put in his career folder: oceanography Jacques Cousteau deep-sea diving professional SCUBA diving Bathyscaphe *H. M. S. Challenger* *Atlantis II* bathysphere marine biology Auguste and Jacques Piccard Ask the pupils to find pictures or articles concerning work related to oceanography, and place these in his Career Folder.

RESOURCES	EVALUATION
Jacobson, Williard J. Investigating in Science, American Book Company, 1965, pp. 180-197.	The pupil will name as many kinds of workers as he can in the field of oceanography.
On Story Wings. Ginn, 1962, pp. 120-127.	
Robinson, Helen M. Open Highways, Book 6, Scott, Foresman, 1966, pp. 354-356.	
World Book Encyclopedia "Ocean: Discovering the Secrets of the Ocean"; "Ocean: How Man Uses the Ocean"; and "Ocean: Careers in Oceanography"	
New Book of Knowledge "Oceanography"	
551.4 Seawatchers' Oceanographers in Action Bix	
627.7 They Dared the Deep Mar	
627.7 Diving for Science Poo	
551.4 All About Undersea Exploration Bri	
551.4 Time Life: The Sea Tim	
623.82 The Trieste Sny	
Magazines and Newspapers	
Desk-Top Career Kit Card for Biological Science Careers	

GRADE: SIX SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPES OF WORKERS ARE NEEDED, OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The pupil will identify the uses of nuclear materials by people in specific jobs.	After reading about the uses of nuclear energy, the class will discuss: 1. New jobs which became available with the advent of the atomic age. 2. Uses of nuclear energy in the fields of medicine, agriculture, industry, and archaeology. 3. Retraining and acquisition of new knowledge necessary for workers in these fields. 4. Possible consequences if workers could not or would not retrain.

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RESOURCES	EVALUATION
Morgan, Edna. Health 6. Liadlaw, 1966, pp. 6-16; 19; 21; 203-206. Mountain, Lee Harrison. Reaching Ahead, McCormick-Mathers Publishing Company, Inc., 1964, pp. 145-179; 197-218.	The pupil will complete the test given on page 21 of the textbook.

GRADE: SIX SUBJECT AREA: SCIENCE-HEALTH

CONCEPT: SOCEITY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVE	SUGGESTED ACTIVITIES
The student will recognize factors involved in getting along with people and demonstrate his understanding by correctly completing the Health Test for Chapter 3.	The student will read Chapter 3, "Growing in Social Maturity" in the book, Health 6.

RESOURCES	EVALUATION
Health 6. Laidlaw, 1966, pp. 42-53; 55; 57.	The student will complete the text given on p. 57 of the textbook.

GRADE: SIX SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify the different kinds of work in which a basic knowledge of Math will be important.	Have students bring various tools and instruments and show ways a basic knowledge of math will be necessary to read and use these tools. Visit the Lafayette Vocational Center to observe various instruments being used in different careers.

RESOURCES	EVALUATION
Basic Math Textbook Tools of Trade Carpenter's rule Slide rule Kitchen measures Mechanic wrenches and gauges Electric fuse sizes and amperage scale. Lafayette Vocational Center.	Use own evaluative means for measuring knowledge gained during visitation of Vocational Center.

GRADE: SIX SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will give examples of how measurement is used in various careers.	Invite a surveyor to come to class and to discuss his career, emphasizing his use of measurement. Have him discuss the preparatory courses for surveying, the tools of his trade, and other facets which may be of interest to the students. Have the surveyor set up his equipment and survey a portion of the school's campus. Have students discuss the use of measurement in other math careers.

RESOURCES	EVALUATION
Basic Math textbook	

GRADE: SIX SUBJECT AREA: MUSIC

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify ten types of jobs related to music.	Have students collect pictures of people involved in music. The pictures should be used to initiate a class discussion of job opportunities in the field of music. The discussion should cover teaching jobs, performing jobs, composing, instrument making and maintenance, and music sales. Make a bulletin board, using the pictures the children have collected, entitled "Careers in Music." Have students consult music publications and library references, such as encyclopedias, to find the names of jobs in music. List on the board as many of these jobs as can be identified. Have students copy the list of music jobs to insert in their Career Folders. Assign a written paragraph in which the student tells what job in the music field he might enjoy. He should tell what he would like about the job and what activities his job would include.

RESOURCES	EVALUATION
Magazines and newspapers Music publications Reference books: Encyclopedia	Evaluate "Student Career Folders" at end of unit taught.

APPENDIX

EVALUATION: Jobs of Ancient Sumner

DIRECTIONS: After each sentence below, name a worker whose job was made necessary or possible because of the situation described in the sentence. Use the words listed below.

priest
judge
sailor
ruler
soldier
farmer
ruler
surgeon
potter
artist
jeweler
merchant
brickmaker
musician
druggist
bricklayer

1. There was no wood available for building, so homes were made of mud brick.
   brickmaker bricklayer

2. The Sumerians lived under law.
   ruler judge

3. The Sumerian cities sometimes fought each other.
   soldier

4. The people worshipped many gods.
   priests

5. The Sumerians needed cloth and pottery.
   weaver potter

6. The Sumerians needed food.
   farmer

7. The Sumerians liked jewelry, music and beautiful objects.
   jeweler musician artist

8. Sumerians needed medical care.
   surgeon druggist

9. Sumerians traded for materials they could not produce themselves.
   merchant sailor

UNIT DEVELOPMENT PACKETS

GRADE SIX

Social Studies
"Occupations in Japan" by Roland Simon and Shirley Borel

Science
"Health Services" by Shirley Borel
(Use in conjunction with health chapters on nutrition, microorganisms, and disease.)

Language Arts

Mathematics
"Computers - A New Path" by Marilyn Guidry
(Use with study of base two.)

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GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will be able to identify characteristics that are suitable for specific occupations.	Read "Shortest Boy in the Class." Discuss the following: 1. Mortimer's dissatisfaction with his small stature. 2. Mr. Faversham's statement that "nobody is satisfied to be just what he is." 3. Student's opinion as to why Mr. Faversham stated, "Good for you . . . . You'll get along just fine." Read "Secrets of a Champion Athlete." Have students expand Jesse Owens' idea of "choosing the right sport for you" in an oral activity. 1. Why wasn't Jesse Owens great in football and baseball? (he only excelled in running and jumping) 2. What sport did he realize was the one for him? 3. No matter how hard he practiced he would never have excelled in what sports?
Students will be able to discuss orally how everyone has a picture of himself as he is and as he would like to be.	Have each student complete "Self-Picture Check List" as he feels he is. Have each student complete the same list as he would like to be.
Each student will be able to choose one or two occupations that fit his traits.	Beside each of the following jobs, have students list important traits that are needed for success: 1. Athlete 2. Carpenter 3. Plumber 4. Nurse 5. Oil field worker 6. Mechanic 7. Secretary 8. Truck driver 9. Lawyer 10. Teacher 11. Sales person

RESOURCES

Open Highways, Book 7, Scott Foresman, 1967, pp. 111-118.

Discovery Through Reading, Ginn and Company, 1967, pp. 185-190.

EVALUATION

Using the following questions, determine students' ability to differentiate between characteristics that are a disadvantage in one area and an advantage in another:

A. 1. Mortimer's size was a disadvantage in what job?
   2. In what job was his size an asset?
   3. In what occupations could a person's small stature be an asset? (jockey, plumber, auto mechanic, kindergarten teacher)

B. 1. Jesse Owens' ability to run and jump well caused him to excel in what sport?
   2. Though he was good in many sports, what important honor did he win by being the best in one sport?
   3. Explain the importance of being able to recognize one's own abilities in the world of work.

Discuss:

1. What traits are important to job success?
2. Are you satisfied with your own self-picture as it is now?

Discuss:

1. How do the two lists differ?
2. How are they alike?
3. What can you do to become more like what you would like to be?

From the check list describing how he feels he is, have each student choose one (or two) occupations which his traits would fit.

See Appendix page 374.

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A PERSON'S WORK MAY CONTRIBUTE TO A POSITIVE CONCEPT OF SELF.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will discuss in writing how a positive self concept is reinforced through satisfaction with his work.	Read "Bull Pen Catcher" in Open Highways. Discuss how Artie's success made him feel after all those years waiting in the bull pen. Read "Bertie Comes Through." Discuss "Understanding the Character" on page 47, stressing the satisfaction Bertie felt from performing so simple a job as pacing the milers.
Students will be able to dramatize situations in which a person of little worth evolves to a person of importance.	Have each student read library books about a person who proves himself to be a person of worth.
Students will discuss how doing one's best in whatever career one chooses gives self-satisfaction.	Have students do a choral reading of the poem "Be the Best of Whatever You Are." (See page 239 under resources.)

RESOURCES

Open Highways, Book 7, Scott, Foresman, 1967, pp. 10-19.

Discussion Thru Reading, Ginn and Company, 1967, pp. 38-47.

LIBRARY BOOK SUGGESTIONS:

. . . And Now Miguel, Joseph Krumgold, New York: Crowell Company

David in Silence, Veronica Robinson, New York: Lippincott.

Young Fu of the Upper Yangtze, Elizabeth Foreman Lewis, New York: Holt, Rinehart, and Winston.

The Door in the Wall, Marguerite DeAngeli, New York: Doubleday.

Abe Lincoln, Log Cabin to White House, Sterling North, Eau Claire: E. M. Hale Publishers.

"BE THE BEST OF WHATEVER YOU ARE"

If you can't be a pine on the top of the hill,
Be a scrub in the valley -- but be
Chorus: The best little scrub at the side of the hill.
Be a bush if you can't be a tree.
First Voice: We can't all be captains,
We've got to be crew,
There's something for all of us here.
Chorus: There's big work to do, and there's lesser to do:
And the task we must do is the near.
First Voice: If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail --
Be the best of whatever you are.

--Anonymous.

EVALUATION

Each student is to write a paragraph describing an incident in his life when he has done a good job.

Role play the situation in one of the books in which the main character evolves from a person of little worth to one of importance.

Discuss:

1. How doing one's best in whatever his chosen field gives self-satisfaction.
2. How doing one's best in day-to-day living at home, at school, in the future, and on the job is important.

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN INDIVIDUAL AMY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will be able to discuss how persons are qualified to perform in many different jobs. Students will be able to discuss the many different aptitudes possessed by each individual.	Read "Printer's Apprentice." Discuss the meaning of versatile from the headnote. Using encyclopedias and/or biographies, read about Ben Franklin and conduct a class discussion on his versatility. Read "David Livingstone." Discuss "Understanding the Story," chapter 6, bringing out the idea that Livingstone was a versatile person, also. Draw stick figures across the board, labeling each (John, Sally, Sam, and Debi). Relate the following descriptions as you point to each figure: 1. John is great in science and brings home A's on his report card nearly every six weeks. 2. Sally has artistic ability which enables her to sketch, draw, and paint pictures that everyone enjoys. 3. Sam is the captain of the basketball team and has a dead eye for the basket. 4. Debi is one of the best-liked girls in school. She is friendly to everyone in school. The class can develop a chart or bulletin board around the idea of the various abilities individuals have.

BEST COPY AVAILABLE

RESOURCES

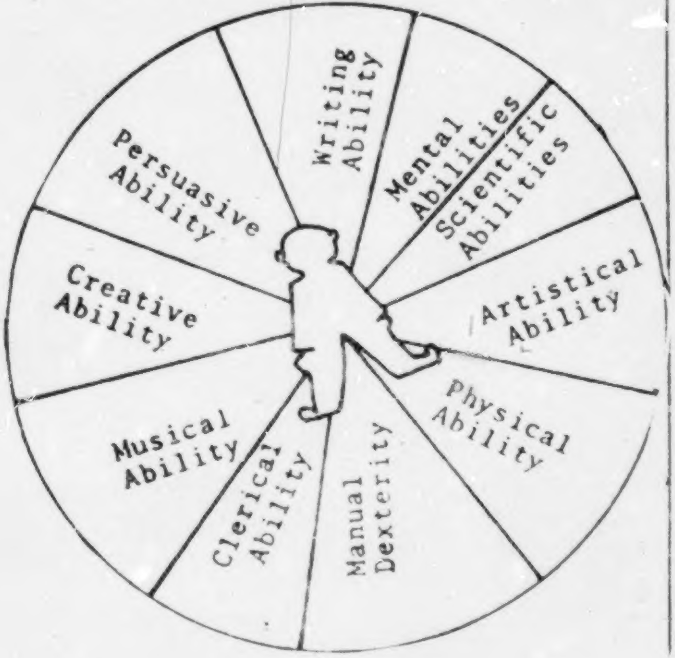
Discovery through Reading, Ginn and Company, 1967, pp. 194-200.

Filmstrip: "Ben Franklin"

Ibid, pp. 213-224.

Sample Bulletin Board:

WHAT ARE YOUR ABILITIES?


Writing Ability
Mental Abilities
Scientific Abilities
Artistical Ability
Physical Ability
Manual Dexterity
Clerical Ability
Musical Ability
Creative Ability
Persuasive Ability

EVALUATION

Students are to answer the following questions:

1. What were the many different jobs that Ben Franklin held?
2. How many different jobs did Livingstone accomplish?
3. How many of you can do different things well? (Discuss)

Discuss the following questions:

1. What abilities do John, Sally, Sam, and Debi have?
2. What kinds of abilities are there? (List on the chalkboard students' ideas as well as others, writing, mental, scientific, artistic, physical, manual, clerical, musical, creative and persuasive)
3. Why is it important for a person to know his abilities?

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN INDIVIDUAL MAY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will be able to discuss the fact that one ability can lead into several careers.	Each student may complete a checklist which will help him discover his strengths and also possible weaknesses.

RESOURCES	EVALUATION
Sample checklist:	Discuss the fact that any one ability can lead into a number of occupations.

What Can I Do?

	Very Well	Fair	Not so Good
a. Team Games	____	____	____
b. Swimming	____	____	____
c. Music	____	____	____
d. Art	____	____	____
e. English	____	____	____
f. Science	____	____	____
g. Writing (stories, poetry)	____	____	____
h. Tennis	____	____	____
i. Home chores	____	____	____
j. Memorizing	____	____	____
k. History	____	____	____
l. Earn spending money	____	____	____
m. Work with my hands	____	____	____
n. Work out problems through reasoning	____	____	____
o. Work well with others	____	____	____

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN INDIVIDUAL MAY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each student will list various occupations that will suit him because of his different abilities.	Have students suggest several occupations under ability headings as teacher writes on chalkboard. The class will want to discuss the importance of abilities to the various occupations listed. If some of the same occupations are listed under more than one heading, students can discover that many occupations require more than one ability by discussing the following questions: 1. How many occupations are listed under more than one ability heading? 2. Why are some occupations listed several places? 3. Suppose a person has musical ability and creative ability; What effect would this have on his career possibilities? 4. What can we say then about the influence of a person's unique set of abilities on occupational choice?

RESOURCES	EVALUATION
Sample lists that students might develop: Ability: Occupations:	Each student will investigate occupations associated with his combination of abilities. He will then list the different occupations which might suit him because of his various abilities.

Musical	Mechanical
Music dealer	Engineer
Music Librarian	Dentist
Concert assistant	Farmer
Church organist	Airplane pilot
Symphony musicians	Draftsman
Music critic	Electrician

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will write a theme explaining why attending school, studying lessons, and understanding grades are an important link to the type of performance achieved on the job. In an oral discussion, students will determine the extent to which language arts skills are employed in various occupations.	Show filmstrips. Discuss the following questions: 1. Why do we have school? 2. Why is school important to people? 3. How can school help prepare people for future work? 4. What should be expected from school experiences? 5. What can be done to derive the greatest benefit from school? Ask students to conduct a survey with parents, relatives or friends based on these questions: 1. How often does one use the things learned in school? 2. What subjects taken in school helped the most? 3. What other kinds of job could one possibly secure by having studied those subjects? Plan class visits to business establishments to see the necessity of good oral and written communications or have speakers come to the classroom.

RESOURCES	EVALUATION
Filmstrip: "Why Study?" S.V.E. Educational Filmstrips, 1345 Diversey - Chicago or "Making the Most of Your School Days," #301, Lafayette Parish School Board.	Students will complete the exercise "Analyzing My Study Habits."* Students will complete the check sheet "Looking at My Grades."*
Filmstrip: "What Good is School?" #A778-5, Lifton, Walter M., S.V.E. Educational Filmstrips, 1345 Diversey - Chicago or "Your School Record is Important," #311, Lafayette Parish School Board.	Each student will write a composition explaining the importance of attending school, studying lessons, and analyzing his grades in relation to future performance on the job. Students will discuss their observations on return to the classroom and reach some conclusion as to the place of communication in the world of work.
Suggested business places: Telephone company Secretarial offices Construction companies Attorneys Personnel managers (Sears, Wards)	*See Appendix pages 372-374.

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will make a chart showing the relationship between success in language arts and certain jobs.	Read "Peter the Great" in Open Highways. Have students evaluate the boy's activities toward theme writing by asking the following questions: 1. Do you think the young athlete in this monologue should have been allowed to pick his own topic for the theme? Why? Why not? 2. Are there any advantages to the teacher's choosing his topic for him? (Broadening his knowledge from sports to other areas) 3. Did he misunderstand the purpose in spending twenty hours researching and writing the theme? Discuss. 4. How might his assignment help him in his future career? (Researching and writing the paper might lead to interest in career areas other than sports) Read the following stories, relating the main characters' studies in school to their chosen fields: 1. Writer - "Stephen Vincent Benet" 2. Teacher-writer - "Elizabeth Janet Gray" 3. Historian-teacher - "Four Boys and a Dog" a. Discuss how Mr. Laval's knowledge of history enabled him to realize the value of the boy's discovery. b. Lead discussion into fields of art, archeology, anthropology, art museum curators . . .

RESOURCES

Open Highways, Book 7, Scott, Foresman, 1967, pp. 29-32.

Discovery Through Reading, Ginn and Company, 1967.

Pages 118-121 - - Benet
Pages 126-130 - - Gray
Pages 322-334 - -

EVALUATION

Students will evaluate the relationship between success in language arts and certain jobs by completing the following:

SCHOOL SUBJECTS AND JOBS

	English	Reading	Writing	Speech
Anthropologist				
Archeologist				
Artist				
Curator				
Teacher-Writer				

Code:
E -- Essential: subject is necessary for success in job.
I -- Important: subject is important to success on the job, though not an absolute requirement.
U -- Useful: subject is very useful for the job.
S -- Somewhat useful for the job.

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each student will be able to list three to five hobbies that may influence his career choice.	Read "A Dream That Came True." Discuss how, as a boy, Heinrich Schliemann's interest in the city of Troy led him as an adult into the field of archaeology. Read "Marie Curie." Discuss how Marie's "childish curiosity about her father's work" led to a life-long devotion to science. Have volunteers read biographies of other famous people to discover childhood interests and hobbies which may have lead to vocational decisions. Conduct an informal discussion on the topics. Invite to the class a person or persons whose hobby as a child led to a vocational choice. Invite a personnel director of a company to the class to discover the importance of personal interests. He will want to point out that people may have many types of interests and that some of these interests can find outlets in work and others in leisure time activities. Display numerous books from the school library on hobbies and recreation. Discuss books with students who are encouraged to browse through them.

RESOURCES	EVALUATION
Open Highways, Book 7, Scott, Foresman, 1967, pp. 339-347. Discovery Through Reading, Ginn and Company, 1967, pp. 207-210. Suggested biographies: George Washington Carver Thomas Edison Suggested books on hobbies: 621.4 Michel -- Small Motors You Can Make 631 Gross -- Wood Sculpture 635.49 Cutler -- Junior Flower Arranging 646 Hoffman -- Sew Easy! 694 DeCristafolo -- How To: Book of Carpentry 731 Zaidenberg -- Anyone Can Sculpt 744 French -- Mechanical Drawing 745.57 Edwards -- Making Things of Plastic 746.4 Hanley -- New Methods in Needlepoint	Have each child list three to five hobbies that interest him. Then have him name a job that might be an outgrowth of each of these.

GRADE: SEVEN SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SOCIETY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will be able to discuss the need for cooperative effort in our society.	Discuss the importance of cooperation among people in a football team, a basketball team, a crew of a sailboat, a crew of a plane.
Students will be able to differentiate between jobs that do and jobs that do not require cooperation among workers.	Read "How a Chutist Feels," pp. 336-340 to illustrate the cooperation needed among members of an airplane team.
Students will describe in writing their observations of a field trip where there is cooperation among workers.	Have students list occupations they know about under two headings: (A) jobs which require cooperation and (b) jobs which do not require cooperation.
	The class may visit a local establishment such as an automobile sales and service business to discover how clerks, salesmen, managers, mechanics, and parts men need to cooperate in their work.

RESOURCES	EVALUATION
16 mm film: *Working With Others*, Aims Instructional Media. *Discovery Through Reading*. Ginn and Company, 1967, pp. 336-340.	Students are to discuss the following: 1. The importance of the paratroopers' training. 2. The responsibilities of the jumpmaster, the pilot, the peering officer. 3. What the consequences might have been had any of these men failed to be watchful and alert. 4. The importance of cooperation efforts among the men.
Sample lists might include the following: A. JOBS REQUIRING COOPERATION 1. Doctors, nurses 2. Sales persons 3. Secretaries 4. Oil field workers B. JOBS NOT REQUIRING COOPERATION 1. Carpenter 2. Plumber 3. Mechanic 4. Writer	Students are to explain why the occupations listed do or do not require cooperation.
Local establishments include: Service Chevrolet, Fred Latour, Booker 2108 Cameron, Lafayette, LA. Hub City Motors, Jarvis Fortier, Manager 324 W. Vermilion, Lafayette, LA. Dependable Dodge, Gene Brauns, Manager 1700 S.E. Evangeline Thruway, Lafayette, LA.	Have students write a theme relating their observations during the field trip and evidences of cooperation among workers.

GRADE: SEVEN SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPES OF WORKERS ARE NEEDED OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will write a paragraph describing how the Industrial Revolution affected work in a specific job field.	Student will read Chapter 20, "The Industrial Age," on pp. 405-419 of the social studies textbook. On page 420, the class will discuss the following questions: "Linking the Past With Today" and "Reviewing Chapter 20" numbers 1. 10, 11, 13, and 15. The student may find pictures showing machinery used to do work. For each picture, he should write a sentence relating each machine to a worker who uses it or a worker who was displaced by the machine.

RESOURCES	EVALUATION
History of Our United States, Second Edition, Laidlaw, 1969, pp. 405-419; 420.	The student will choose one of the following fields and write a paragraph telling how the Industrial Revolution affected work in that field: 1. Textile production 2. Sources of power 3. Iron processing

GRADE: SEVEN SUBJECT AREA: SOCIAL STUDIES

CONCEPT: ECONOMICS

SUBCONCEPT: ECONOMIC FLUCTUATIONS INFLUENCE OCCUPATIONAL CHOICE AND OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will produce a written description of ways in which a depression might affect the life of an individual worker.	The student will read pp. 529-534 in the social studies textbook. The class will discuss questions listed on p. 535 under "Reviewing Chapter 26" numbers 23-26. Students may examine current newspapers and magazines to find articles concerning unemployment. These may be placed in their Career Folders.

RESOURCES	EVALUATION
History of Our United States, Second Edition, Laidlaw, 1969, pp. 529-534.	The student will pretend that he is a worker during the depression and will write a one-page description of how the economic situation has affected his life.

GRADE: SEVEN SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will contrast various science related careers in terms of the degree of training required.	Utilizing an interview report form (See page 442), ask the students to interview three persons working in science related jobs. Then have them report the result of the interview to the class. From these reports, have the class determine what kinds of jobs require the most training and the reasons for this requirement.

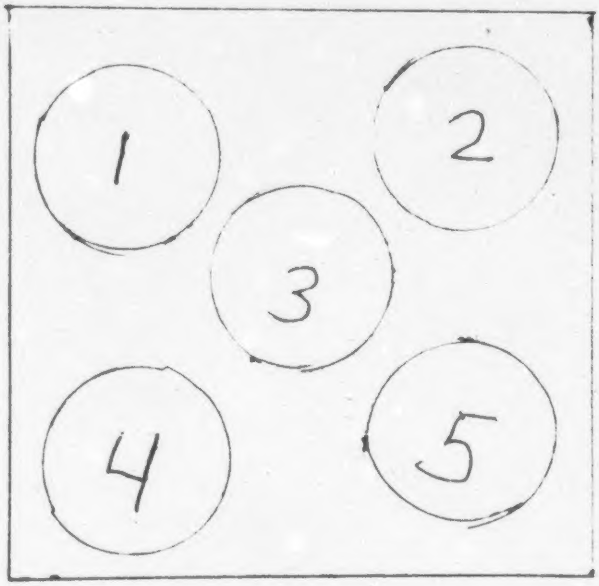
RESOURCES	EVALUATION
Interview Report Form Persons working in science related jobs.	Given a variety of the careers discussed, have the students arrange the jobs in order of the amount of training required. Place those requiring the most training first down to those requiring least.

GRADE: SEVEN SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will identify various careers in the field of science.	Have the students determine, through research, the occupations available in the area of science. (See appendix on page 444 for guide to performing the research.) On a bulletin board designate two areas: Research science and applied science. Ask students to make up cards, each naming a scientific occupation and to place them in a box. Have students draw a card from the box, place it on the bulletin board in the area of his choice, and defend his placement. Ask class to bring in illustrations of scientists at work to be used on the bulletin board.

RESOURCES	EVALUATION
Blanc, Sam S. and al. Modern Science I, "The Ways of Science," pp. 1-15. Blanc, Sam S. and al. Modern Science II, "The Ways of Science," pp. 1-12. Gunn, Mary Agnella and al. Discovery Through Reading, 1967, pp. 204-210. Booklets, pamphlets Outline for research	From a "PUNCH A JOB BOARD," students will punch a science related occupation and tell all they know about their jobs. The name of the job will be listed on the back of the number. PUNCH A JOB 

GRADE: SEVEN SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate a number of the basic skills needed in the performance of certain jobs.	After or during a lesson on the solar system, ask the students to identify the necessary tools and skills needed for a career in astronomy. Have the students collect pictures of as many of these tools as possible and investigate the involved skills that must be performed properly in order to use each tool effectively.

RESOURCES	EVALUATION
Blanc, Sam S. and al. Modern Science I, Holt, Rinehart and Winston Inc., 1964, pp. 22-104. Gallant, Ray A. The A, B, C, of Astronomy. Zim, Herbert and Baker. A Guide to the Constellations, Simon and Schuster, 1956. Honeggar, Gottfried and Peter Van de Komp, Space the Architecture of the Universe, Dell, 1962. Crombs, Charles. Gateway to Space, William Morrow and Company, 1960. World Book Encyclopedia "Astronomers at Work"; "The Astronomer's Tools"; "Terms in Astronomy."	Take the students on a field trip to the Lafayette Planetarium to observe some of the equipment studied in class. Ask the student to name the tool and tell how each is used by astronomers.

GRADE: SEVEN SUBJECT AREA: SCIENCE

CONCEPT: SELF

SUBCONCEPT: A PERSON'S WORK AMY CONTRIBUTE TO A POSITIVE CONCEPT OF SELF.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will analyze how a positive self-concept is reinforced through satisfaction with his work and through the values others place upon his work.	Prepare a check analysis sheet listing characteristics that would be necessary in the accomplishment of a specified experiment performed by a group of four students. After the performance of the experiment, have each student within the group of four evaluate himself and make a tally. He will then receive an evaluation and tally of himself from each student in the group. Ask the student to compare these evaluations. Then discuss in class how each student reacted personally to what he thought was a "job well done," or vice versa, and what effect the peer evaluation had upon his feelings.

RESOURCES	EVALUATION
Basic science textbook	SUGGESTED ANALYSIS SHEET

	1	2	3	4	TOTAL
Cooperation					
Neatness					
Following Directions					
Listening to Others					
Leadership					
Drawing Conclusions					
Understanding Experiment					
Taking Suggestions					
Etc.					
TOTAL					

Good----------------2
Satisfactory--------1
Poor----------------0

GRADE: SEVEN SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will be aware of the job of weatherman.	Have the student read section entitled "How Is Weather Forecast?" in Chapter 6 of the science textbook. Ask the student to watch weather reports on television. Assign each student to bring in a weather map clipped from the local newspaper. Have a class discussion on the importance of weather reporting, with emphasis on how weather forecasts can be beneficial to him. Hold a class discussion on the roles of various persons in gathering information on weather (using weather satellites, weather planes, balloons, etc.) and in analyzing and disseminating the information (television weather reporter).

RESOURCES	EVALUATION
Blanc, Sam S. *Modern Science I*, Holt, Rinehart and Winston, 1963, pp. 178-182. Television weather reports Newspapers Films: "Weather Satellites," EBF, Color, 15 minutes. "Weather Scientists," United World Films, BW, 14 minutes.	The student will write a brief description of the job of weatherman, explaining how he gets his information and what services he performs.

GRADE: SEVEN SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPES OF WORKERS ARE NEEDED OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will write a paragraph describing how the Industrial Revolution affected work in a specific job field.	Assign the reading of Chapter 20, "The Industrial Age," on pp. 405-419 of the social studies textbook. Have the class discuss the following questions: "Linking the Past With Today" number 5, page 420. Review Chapter 20, answering numbers 1, 10, 11, 13, and 15. Ask students to find pictures showing machinery used to do work. For each picture, have each student write a sentence relating each machine to a worker who uses it or to a worker who is displaced by the machine.

RESOURCES	EVALUATION
Eibling, Harold H. History of Our United States, Second Edition, Laidlaw, 1969, pp. 405-419; 420.	Have the student choose one of the following fields and write a paragraph telling how the Industrial Revolution affected work in that field: 1. Textile production 2. Sources of power 3. Iron processing

GRADE: SEVEN SUBJECT AREA: SOCIAL STUDIES

CONCEPT: ECONOMICS

SUBCONCEPT: ECONOMIC FLUCTUATIONS INFLUENCE OCCUPATIONAL CHOICE AND OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will produce a written description of ways in which a depression might affect the life of an individual worker.	Have students read pp. 529-534 in the social studies textbook. Hold a class discussion on questions listed on p. 535 under "Reviewing Chapter 26" numbers 23-26. Ask students to examine current newspapers and magazines to find articles concerning unemployment. Place these in their Career Folders.

RESOURCES	EVALUATION
Eibling, Harold H. and al. History of Our United States, Second Edition Laidlaw, 1969, pp. 529-534.	Ask the student to pretend that he is a worker during the depression and to write a one-page description of how the economic situation has affected his life.

GRADE: SEVEN SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY ENACTS LAWS TO PROTECT THE INDIVIDUAL AS A PRODUCER AND CONSUMER OF GOODS AND SERVICES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate an understanding of ways in which laws are used to protect workers by listing five examples of ways in which laws protect workers.	Have students read pp. 603-609 in the social studies textbook, sections on "wage disputes," "farm problems," transportation problems," etc. Hold a class discussion on items number 2, 5, 13, 18, and 19 in "Reviewing Chapter 29" on page 616 of the textbook. Ask students to examine current newspapers and magazines to find articles concerning wage disputes or court actions related to jobs.

RESOURCES	EVALUATION
Eibling, Harold H. and al. *History of Our United States*, Second Edition, Laidlaw, 1969, pp. 603-609. Filmstrips: #304 -- "Understanding Myself" #347 -- "Your Search for Self" (Available from Guidance, School Board Office) Filmstrip: "Discovering Your Real Interests" (Available from Guidance, School Board Office)	The teacher will observe students' reactions to "Why they should know themselves."

GRADE: SEVEN SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will list several occupational areas and describe the basic skills needed in the performance of jobs.	Have students arrange to have several guest speakers to visit the classroom. Each speaker will describe his occupation and math-related skills needed in this occupation (A variety of occupations should be stressed.) Send a guideline to each of the guest speakers before they come into the classroom. Suggested speakers: carpenter surveyor computer programmer draftsman architect bookkeeper C.P.A. accountant well logger engineer bank teller flight controller navigator tailor cafeteria manager purchasing agent

RESOURCES	EVALUATION
Guest speakers Guideline for each guest speaker. Robinson, Helen M. Open Highways, Scott, Foresman and Company, 1967, pp. 274-283.	List the occupations discussed on a mimeographed sheet and give to each of the students. Ask students to determine the importance of each of the jobs in terms of the amount of math involved. See appendix page 377.

GRADE: SEVEN SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will classify jobs on the basis of the skills and interests of the workers.	Have the students gather information about the math skills used by a variety of workers. Have students participate in the construction of a display which shows the classification of workers according to the level and type of math skills needed. As a culminating activity, take the students to visit the Lafayette Vocational Center to observe the math skills needed in the various courses offered.

RESOURCES	EVALUATION
Desk Top Career Kit (a) Mathematician 020 (035.76) (b) Mathematician 0-35.76 (c) Statistician 0-36.51 (d) Physicist 0-35.73 (e) Programmer 0-69.98 (f) Actuary 0-36.55 (g) Data Processing Careers 0-6 (h) Computer Personnel 0-69-98 Encyclopedias	Assign students a written paragraph telling about the most interesting activity related to math skills observed at the Vocational Center. Illustrate this activity.

GRADE: SEVEN SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify different types of work performed by people.	In a study of the basic terms (open figures, closed figures, and polygons of plane geometry), have the student gather pictures of a variety of geometric shapes used in particular jobs, as well as identify the career involved.

RESOURCES	EVALUATION
Gundlack, Bernard H. Junior High School Mathematics, Laidlaw Brothers, 1968, p. 208. Pictures from magazines, newspapers etc.	Make cards depicting a variety of geometric shapes on one side and a career on the other. Have the students select a card, identify the geometric shape, and tell as much about the career named on the reverse side as possible.

GRADE: SEVEN SUBJECT AREA: MATH

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETAL NEEDS DETERMINE VOCATIONAL OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will analyze how societal needs create a demand for workers in various occupational areas.	After a lesson on the different types of graphs, let the students participate in making a graph showing the number of workers in various jobs in mathematics for each 10 year period from 1940 to 1970. They will include in the list such jobs as mathematics teachers, programmer, systems analyst, accountant, statistician and applied researcher. Have the class make a pictograph of the earnings of the different types of workers in the math field.

RESOURCES	EVALUATION
Periodicals Encyclopedias Occupational Guides (1) Career in Mathematics	Ask the students to identify and discuss any relationship between fluctuations on the graphs and the needs of our society.

GRADE: SEVEN SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the use of base two in the field of computer technology.	Interwoven with a lesson on the numeration system, have the students discuss the practical use of base-two numeration in the field of computer science. Ask the students to do research into the field of computer technology and to discuss their findings. As a culminating activity, the class will visit Spencer Business College and observe a demonstration on the use of the computer.

RESOURCES	EVALUATION
Basic Textbook Spencer Business College Film: "The Thinking Machine" Encyclopedias Occupational Guide (1) Careers in Computer Technology	Require students to keep notebooks for the year entitled, "Career Education." (See Appendix for guidelines on keeping a notebook). As the first entry, the student will summarize the career of "computer technology." See appendix page 376.

CHECK SHEET--LOOKING AT MY GRADES

To the student:

The purpose of this check sheet is to help you think about:

What your grades tell you about yourself.
How much of your true effort your grades show.
What your grades show your strength to be.

1. The highest grades I received last year were in ______________________

____

2. What do these grades tell you about how hard you tried in these classes?

____

3. In which subject did you work the hardest? ____________________________

____

4. What do your grades tell you about your ability to memorize things? ____

____

5. How did your grades measure your study habits? ________________________

____

6. How did your reading skill affect your grades? ________________________

____

7. In which subjects do you usually get the highest grades? ______________

____

8. In which subjects do you get the lowest grades? ________________________

____

9. In which subjects do you have the highest interest? ___________________

____

____

INTRODUCTION TO STUDENTS' SELF-APPRAISAL

You may be wondering why you are being asked to look at yourself when you may feel that you, above all people, know the most about the person you are. We all feel that we know ourselves pretty well and that most of the time we could give the reasons for what we do and say.

Actually, however, human beings are not always easy to understand. Stop and think a moment. Aren't there many times when you have acted a certain way, or had certain feelings, and couldn't be sure why? You may recall times when things were going very well; yet you just became "moody" for no apparent reason. Also, as with all of us, you have met some people you liked very much right away, and others who didn't impress you at all. In neither case could you really say why.

We experience varied moods, and experience likes and dislikes for different people, activities, and situations. These individual reactions are all considered "normal." They make up your personality which is everything that makes you a unique individual. Your personality is not fixed for all times; it develops through the years. Every new problem you have helps form your personality.

Since personality influences everything you do, including your relationship with people and the world about you, it is important to take a good look at this whole YOU. By beginning to know more about yourself, you can learn how you feel about others and in turn learn how others feel about you. You can get a better idea of things that really interest you, and what you are best fitted to do--in future years in school and perhaps in the occupation that you will choose.

SELF-PICTURE CHECKLIST

Place an "X" in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

ANALYZING MY STUDY HABITS

STUDY HABITS	YES	SOMETIMES	NO
1. Do I know the assignment exactly?			
2. Do I keep an assignment notebook?			
3. Do I have definite hours set aside for study?			
4. Do I have a definite place at home set aside for study?			
5. Do I have trouble getting started?			
6. Do I make notes of the important points in the assigned material as I study?			
7. Do I review my lessons briefly before going to class?			
8. Do I complete assignments on time?			
9. Do I collect the necessary materials before I begin to study?			
10. Do I waste time?			
11. Do I find myself daydreaming while I study?			
12. Do I check over major topical headings before reading the material that follows?			
13. Do I recall main points as I study?			
14. Do I have confidence in my ability to master the subject matter?			

How may I improve my study habits? ____________________

GUIDELINES FOR KEEPING A NOTEBOOK

1. Film and filmstrips shown
    a. title and publisher
    b. detail information gained
    c. statement of the moral taught by the film or filmstrip
    d. likes and dislikes of film or filmstrip

2. Visiting speakers or lecturer
    a. date of appearance
    b. name and title
    c. place of employment
    d. occupation and classification of occupation
    e. subject and text of lecture
    f. qualifications necessary to get this job
    g. working conditions
    h. possibilities for advancement
    i. salary (approximate)
    j. duration of the occupation
    k. questions asked and information gained

3. Interviews
    a. name of person interviewed
    b. occupation of person interviewed
    c. place of employment
    d. job classification
    e. educational training
    f. minimum preparation necessary for the job
    g. questions asked
    h. information gained
    i. advancement possibilities
    j. duration of his job
    k. salary
    l. other information

4. Teacher lectures
    a. topic discussed
    b. information gained
    c. questions asked
    d. answers given
    e. statements of information gained from lecture

5. Classroom reports
    a. subject and date of the report
    b. reporter
    c. source of information
    d. important excerpts
    e. information gained

6. Field trips
    a. date and place visited
    b. reason for visiting this place

SUGGESTED GUIDELINES FOR SPEAKERS

1. Description of program ______________________________

____

____

2. Type of students involved ____________________________

____

____

3. Suggested topics to be covered:

    a. Job opportunities
    b. Types of occupation in your business field
    c. Job requirements
    d. Attitudes
    e. Attendance
    f. Training and education needed by the student for this type of work
    g. Type of training in high school?
    h. Satisfactions to be gained by workers in this type of work?

4. Suggested maximum speaking time of thirty minutes to allow time for student questions.

UNIT DEVELOPMENT PACKETS

GRADE SEVEN

Social Studies
"Industrial Revolution in the United States" by Roland Simon and Shirley Borel

Science
"Geology: Man Explores the Earth" by Myrna Ayo and Warren Landry

Language Arts
"Business Letter Writing" by Roland Simon and Shirley Borel

Mathematics
"Math in Television and Radio Advertising" by Marilyn Guidry
(Use in conjunction with math chapter on graphs.)

"Banking and Loans" by Marilyn Guidry
(Use with textbook material on interest.)

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GRADE EIGHT

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CAREER UNITS 452

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.	Introduce the study of self by using "Teacher's Overview to Student Self-Appraisal," (See Appendix 1). Have the students complete "Self-Appraisal Interest Chart," (See Appendix II). Show filmstrips concerning "Self." Have the students complete "Sample Self-Evaluation," (See Appendix III). Have the students write an autobiography using "Outline for Autobiography," (See Appendix IV). Ask the students to identify self-characteristics with the aid of the Kuder Preference Test. Show a filmstrip on interpreting the Kuder Test. Invite a personnel director of a company to the class to discuss the importance of interests in selecting a person for a job. He will want to point out that people may have many types of interests and that some of these interests can find outlets in work and others in leisure time activities.

RESOURCES	EVALUATION
Filmstrips: #304 -- "Understanding Myself" #347 -- "Your Search for Self" (Available from Guidance, School Board Office)	The teacher will observe students' reactions to "Why they should know themselves."
Filmstrip: Unnumbered -- "Discovering Your Real Interests" (Available from Guidance, School Board Office)	

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue. (Continued)	Develop a transparency depicting the personal needs of all people. Uncover each section of the transparency and explain to the students how people strive to meet personal needs in various ways. Each student can select one of the following topics and write a paragraph attempting to prove or disprove the statement. a. Money is the only reason for working. b. Money can buy happiness. c. The need to accomplish can sometimes be met in a career. d. Everyone needs attention. e. I don't care if anyone understands me or not. f. A health career can satisfy personal needs.

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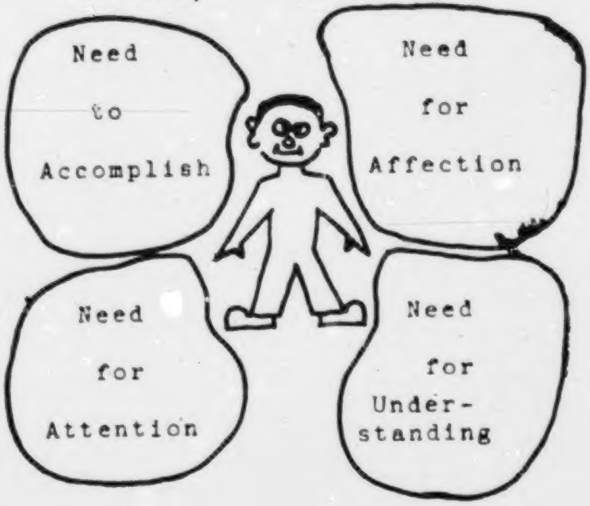
RESOURCES	EVALUATION
Transparency	The written paragraphs can be shared with the class members and then added to the Career Folders.

Everyone Has Needs


Need to Accomplish
Need for Affection
Need for Attention
Need for Understanding

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue. (Continued)	Have the students analyze their own self-characteristics, making lists of occupations which might suit them because of their various abilities.

RESOURCES	EVALUATION
Research by each student into the occupation for which they feel suited.	The students will write an evaluation of their own characteristics in relation to a chosen area of work. See Appendix page 446-449.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: THERE ARE IDENTIFIABLE ATTITUDES AND BEHAVIORS WHICH ENABLE ONE TO OBTAIN AND HOLD A JOB.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will identify attitudes and behaviors which generally apply to any work situation.	Review with the students what an "apprentice" is, what work he does, how he is paid and through what levels he can progress. Assign oral or written reports on the "apprentice system." Emphasize the importance of the apprentice system in colonial days as opposed to the present time, discussing the types of schools that have today replaced the "apprentice system." Using the booklet Craftmanship Through Apprenticeship, review with the students the work of an apprentice, the advantages apprenticeship provides, the existing laws provided for apprenticeship, and the steps for prospective apprentices to take in obtaining employment and training. Have the students read "Johnny Tremain." The students will identify the qualities that made Mr. Lorne hire Johnny. The students will discuss whether these qualities are important in today's world. Encourage the students to do a skit of the story. Role play a scene to demonstrate desirable and undesirable traits. One student could be the employer; the other, the employee.

RESOURCES	EVALUATION
Gunn, Mary Agnella: Exploration Through Reading, Ginn and Company, 1967, pp. 242-250.	Have the students make a job analysis sheet (1) for Johnny Tremain's job, and (2) for any spare time job they have filled, or hope to fill someday.
Filmstrip: #339 "Putting Your Attitudes To Work" (Available from the Guidance Department, School Board Office)	After completion of the sheets, encourage students to study and compare them. Have the students list orally the advantages of both time periods and the desired attitudes and behaviors for each job.
Film: "Personal Qualities for Job Success" (Louisiana Department of Education)	
Craftsmanship Through Apprenticeship, Division of Apprenticeship Standards, State of California.	

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will identify and evaluate characteristics and attitudes that are suitable for particular occupations.	Have the class read "Maybe I'll Pitch Forever." Have the students make a list of adjectives that describe Stach's personal traits. Ask the students to read "Banner in the Sky." Discuss orally: a. Rudi's attitude and appearance. b. Rudi's abilities, how he compensated for his size in his chosen field of mountain climbing. Show a filmstrip on attitudes.

RESOURCES	EVALUATION
Robinson, Helen M. Open Highways, Book 8, Scott, Foresman and Company, 1967, pp. 80-90.	Assign a written paragraph describing Satch's abilities and attitudes, telling how they affected his profession.
Gunn, Mary Agnella. Exploration Through Reading, Ginn and Company, 1967, pp. 16-29.	Have students describe in writing, the attitudes and character traits that lead to success, contrasting the importance of various characteristics in different occupations.
Filmstrip: #339, "Putting Your Attitudes to Work" (Guidance Department, School Board Office)	

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: THE INDIVIDUAL'S PERCEPTION OF HIS ENVIRONMENT AFFECTS HIS ATTITUDES TOWARDS WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will analyze the working environment and evaluate the attitudes toward these work environments.	Have the students make oral or written reports on India -- the land, people, history and industry. Ask the students to read "Gandhi of India." Let the students conduct a panel discussion on "Gandhi's Beliefs" (see p. 165 of teacher's manual) or "Gandhi's Philosophy" (See Ex. 5, p. 168 of teacher's manual).

RESOURCES	EVALUATION
Gunn, Mary Angella. Exploration Through Reading, Ginn and Co., 1967, pp. 154-161.	Have the students discuss the effect of India's environment on the attitudes of the working class in the early part of the twentieth century.
Shane, Harold G. Using Good English 8, Laidlaw, 1964, pp. 411-412, "Holding Panel Discussions."	Ask the students to identify in writing the ways in which Gandhi helped to change the environment of the people of India by changing the people's attitudes about their environment.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: VALUE JUDGMENTS INFLUENCE VOCATIONAL CHOICE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will give examples of significant values in various occupational areas.	Ask students to discover definition of the word "values" in the dictionary. Have them use the word in sentences according to its various definitions. Lead a discussion to show students that one's choices are determined by what is important to them--what they value. Make use of a box containing many objects asking students which object they prefer.) To emphasize the point that people vary in their value systems, role play the following situations and discuss what the individual's system is. a. Robert was waling past a hobby shop when something caught his eye. It was a neat model of an old electric car. He just had to have it for his collection of model cars. So, Robert went inside the hobby shop to ask the price of the car. When he found out it was $4.95, he was dismayed for he had only $.95 and he knew he couldn't float a small loan from his parents. He had to have that car. Robert noticed no one in the store was watching him. Should he. . . What values will determine Robert's next move? b. Jane had to take care of her little brother while her mother worked. She usually didn't mind too much having him tag along, but today was different. She had been invited to a party at Sally's house. This was the first time Sally had invited Jane to one of her great parties. Jane had planned to take her little brother along and had already checked with Sally to be sure it was all right. But now, Sammy had awakened that morning with red spots all over him.

RESOURCES	EVALUATION
Filmstrip: #364, "Ideals to Live By" Available through Guidance at the School Board Office.	Students will write a paragraph in which they "describe" or "contrast" Gandhi's and King's values.
Gunn, Mary Angella and al. Exploration Through Reading, Ginn and Co., 1967, pp. 154-161. Robinson, Helen M. Open Highways, Book 8 Workbook, Scott, Foresman, 1968, pp. 94-95.	Have the students select two of the accompanying human values and relate them to careers which said values might lead to. Placed these written reports in individual career folders. a. affection--liking others, friendship, love b. respect--looking up to certain people, admiration c. power--making decisions and influencing others d. wealth--having goods as clothing, toys, or food or services such as mother's or teacher's help in learning, or the mechanic's repair of your bicycle e. enlightenment--knowledge about important things f. skill--ability to use one's muscles well, to think clearly, to talk, read, and write well, to get along with people, to enjoy beautiful things g. well-being--having good health, feeling well, being happy.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: VALUE JUDGMENTS INFLUENCE VOCATIONAL CHOICE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will give examples of significant values in various occupational areas. (Continued)	and her mother had said you couldn't take anyone with the measles anywhere. Sammy didn't seem to feel too bad, but he was very little. Could she leave him...What values will determine Jane's next move? Show the filmstrip at this time. (See resources.) Have the class discuss the influence that a person's values have on his career choice using the following questions as guidelines. a. What factors help a person decide on an occupation? b. How can a person's set of values help determine career choice? c. What jobs might an individual consider if power was very important to him? d. What jobs might an individual consider if wealth was very important to him? e. What jobs might an individual consider if the respect of others was extremely important to him? Introduce Gandhi and Martin Luther King as men who had values that influenced their career choices. Have students read "Gandhi" and "Martin Luther King." Discuss orally Gandhi's and King's lives determining what they believed their values were, as well as how these values affected their life's work.

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RESOURCES	EVALUATION

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: VALUE JUDGMENTS INFLUENCE VOCATIONAL CHOICE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will give examples of significant values in various occupational area. (Continued)	Invite a resource person, such as a health worker, to speak to the class and discuss his own value system in relation to his line of work. Note: The speaker will need to be carefully chosen and briefed prior to the visitation.

RESOURCES	EVALUATION
Arnspiger, V. O. et al, Values to Learn, Austin: Steck Vaughn Company, 1967.	

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SELF

SUBCONCEPT: AN INDIVIDUAL MAY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will identify ways in which people are qualified to perform many different jobs.	Introduce Leonardo daVinci as one of the most "versatile" men that ever lived. Have the students look up daVinci in an encyclopedia, listing the many careers he had. (painter, sculptor, architect, musician, mechanician, engineer and natural philosopher). Have the students read the story "Leonardo daVinci," in the reading textbook. In discussing the story, emphasize daVinci's many contributions. Have the students answer question #1, p. 148, questions #1 and 2, p. 149 in the textbook. Invite resource people to come and make talks about the above occupations.

RESOURCES	EVALUATION
Gunn, Mary Agnella. Exploration Through Reading, Ginn and Company, 1967, pp. 136-149. Film: "Giant of the Renaissance: Leonardo daVinci" (USL Film Library)	Have the students write paragraphs evaluating daVinci's versatility and achievements.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SOCEITY

SUBCONCEPT: SOCEITY PROVIDES REWARDS FOR WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify the benefits provided by society in relation to the work performed.	Have the students read "Starting the Climb to Fame and Fortune." Ask the students to use the encyclopedias to do research on Andrew Carnegie. Lead a discussion on Exercise 4, page 190. Have the students identify the early characteristics that were clues to Carnegie's success.

RESOURCES	EVALUATION
Gunn, Mary Angella. *Exploration Through Reading*, Ginn & Company, 1967, pp. 186-190.	Have students write a paragraph summarizing Carnegie's life.
Boyneck, David K. *Pioneers in Petticoats*, Thomas Y. Crowell Company1959.	From a list of benefits provided to man by society, help the students to choose those that relate to Carnegie.
Lash, Joseph P. *Dag Hammarskjöld*, Doubleday and Company, Inc., 1961.	
Soderberg, Sten. *Hammarskjöld: A Pictorial Biography*, The Viking Press, Inc., 1962.	
Steinberg, Alfred. John Marshall. G.P. Putnam's Sons, 1962.	

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SOCIETY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will identify the ways in which cooperative effort is needed in our society.	Discuss with the class different approaches to activities or jobs, working together as a team. Have the students discuss the value of teamwork in various careers, such as: emergency ward of a hospital a fire-fighting team a rescue squad a crew of a sailboat or plane. Assign for reading "Four Ring Circus." Discuss orally what Ted's change of style in the Washburn game indicates about his character. (Shows he understands the need for cooperative effort).

RESOURCES	EVALUATION
Gunn, Mary Angella. Exploration Through Reading, Ginn and Company, 1967, pp. 102-114. Granite, Harvey R. Crosscurrents, Houghton Mifflin Action Series, 1970.	Ask the students to give oral reports on chosen areas of teamwork, making use of visual aids in presentations.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: SOCIETY

SUBCONCEPT: THE ABILITY TO GET ALONG WITH PEOPLE IS AN IMPORTANT PART OF JOB SUCCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will identify the ways in which cooperative effort is needed in our society.	Ask the students to read "Tornado Coming" and "Forecasting a Tornado." Have the students make graphs, maps or charts used by the weatherman. (See Guidebook, pages 145-146.) Discuss what would happen if one person or group failed to cooperate with others. Assign the reading of "Saving a City From a Cloud of Death," in Open Highways 8. Take the students to visit the airport to observe some of the instruments used in weather forecasting. Using an interview form, ask the students to interview several workers engaged in weather-oriented careers.

RESOURCES	EVALUATION
Robinson, Helen M. Open Highways 8 Scott, Foresman, 1967, pp. 269-274, 275-280.	Have the students list the ways in which various people work together to make people aware of possible tornadoes and hurricanes. Ask the students to describe in writing each person's job functions. From list of teamworkers, ask the students to correctly identify the various groups of people that worked together to accomplish the salvage task.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will analyze the skills and processes related to various hobbies and interests which may influence career choice.	Introduce the story "Deep Sea Dive" by showing film. Encourage students who have diving equipment to bring it to class to explain its purpose and to demonstrate it. Guide the discussion to include the various types of workers involved in the study of the ocean, such as oceanographer, scuba diver, marine biologist, etc. Ask he students to read "Deep Sea Dive."

RESOURCES	EVALUATION
Film: "Mysteries of the Deep" (La. Department of Education)	Have students describe orally the skills and processes Ned and Charlie found necessary to develop.
Gunn, Mary E. Exploration Through Reading, Ginn and Company, 1967, pp. 30-40.	Assign a written report on "Underwater Exploration Today and Yesterday." Ask students to include pictures showing examples of work related to oceanography.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: HOBBIES AND INTERESTS MAY LEAD TO A VOCATION.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will analyze the skills and processes related to various hobbies and interests which may influence career choice. (Continued)	Discuss the value of hobbies and the way they often lead to a vocation. Show a related film. Have the students read "A Statue of Mr. Lincoln." Use students who sculpt to demonstrate their techniques. Bring resource people in for talks and demonstrations, such as people whose hobby as a child led to vocational choice. Suggest book titles concerning hobbies they presently have or hope to have, or suggest that they read biographies of famous people to discover childhood interests and hobbies which may have led to vocational decisions. Ask students to list from three to five hobbies they are interested in, and to name a job that might be an outgrowth of each hobby.

RESOURCES	EVALUATION
Film: "Music Career or Hobby" (La. Department of Education) Suggested books: 621 Morgan - Boys' Book of Engine, Motors, & Turbines 621.3 Cook - Electrical Things Boys Like to Make 681.3 Smith - Fun Time Radio Building 641.5 Freeman - Fun With Cooking 684 Barocci - Wood Projects You Will Like 729.21 Wiener - Hand-Made Jewelry 731 Zaidenberg - Anyone Can Sculpt 739.27 Clegg - Jewelry Making For Fun & Profit 745.5 Carlson - Make It and Use It 745.5 Turner - Creative Crafts for Everyone	Have the students discuss the skills and attitudes needed by an artist. Assign students to give oral reports and demonstrations about their own hobbies, telling how they might relate to a career.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: THERE ARE JOB CLUSTERS WITHIN OCCUPATIONAL AREAS AS WELL AS ACROSS OCCUPATIONAL AREAS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will become familiar with the ten job family groups covered by the Kuder General Interest Survey. Students will be able to organize jobs into clusters.	Discuss the following questions: 1. What a job family is? 2. Ways to group jobs into families? 3. Why it is important to learn about job families? Show a filmstrip explaining what a job family is and how some of the jobs can be grouped. Prior to giving students the Kuder General Interest Survey, the teacher will distribute profile sheets and discuss the ten job family groups. Students will take the Kuder General Interest Survey.

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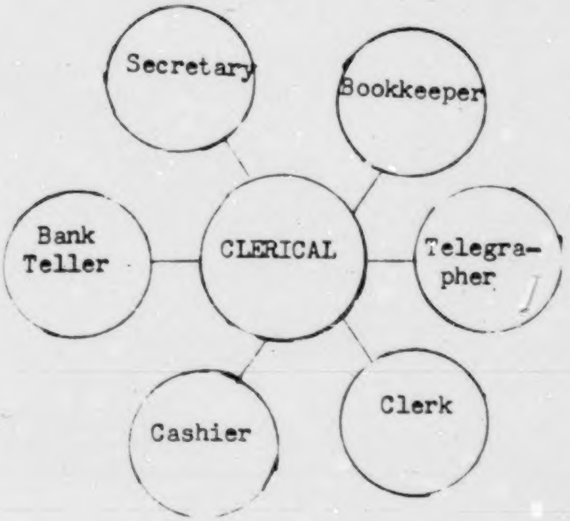
RESOURCES

Lifton, Walter M. What Are Job Families?, Soceity for Visual Education, Inc.

Kuder General Interest Survey, Form E, SRA, "Student Profile."

SAMPLE CLUSTER:



EVALUATION

Give an upgraded quiz, such as the following:

A. Match each occupation with its corresponding job family:

1. Outdoor
2. Mechanical
3. Computational
4. Scientific
5. Persuasive
6. Artistic
7. Literary
8. Musical
9. Social Service
10. Clerical

a. Hairdresser
b. Minister
c. Telephone lineman
d. Lab technician
e. Music critic
f. File clerk
g. Plumber
h. Librarian
i. Bank teller
j. Buyer

B. The following occupations fall into more than one job family. Write two job families beside each occupation listed below:

Bookkeepers & accountants - (Computational Clerical)
Engineers - (Computational; Scientific)
Sales persons - (Persuasive; Clerical)
Teachers - (Literary; Musical; Clerical)

C. Score and interpret results of Kuder General Survey. Have each student take the two groups on which he scored the highest and organize each into a cluster by listing the jobs related to each group.

GRADE: EIGHT SUBJECT AREA: LANGUAGE ARTS

CONCEPT: CAREER

SUBCONCEPT: THERE ARE JOB CLUSTERS WITHIN OCCUPATIONAL AREAS AS WELL AS ACROSS OCCUPATIONAL AREAS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Students will determine how persons with experience can move to an upper level within the same job family. Students will classify occupations according to people, ideas, or things. Students will choose one school subject and organize each into a job family cluster.	Using the Machine Trades Cluster as an example, explain that a person trained in the occupation of a machinist might, with experience and training, become a toolmaker or millwright. Discuss: 1. What might a person trained to be a stenographer become with experience? (Secretary, executive secretary) 2. What might a teacher with experience become? (Asst. principal, principal, asst. superintendent, superintendent) 3. Give other examples of persons who with experience can move to an upper level in the same job family. Explain that another way of grouping jobs is by categories of people, ideas, and things. Divide class into three groups, each group exploring careers of each one of the three categories. Use WORK. Have each group list the occupations they have explored and report briefly to the class their findings. Explain that a job family cluster can be developed for each school subject. Choose language arts as an example.

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RESOURCES

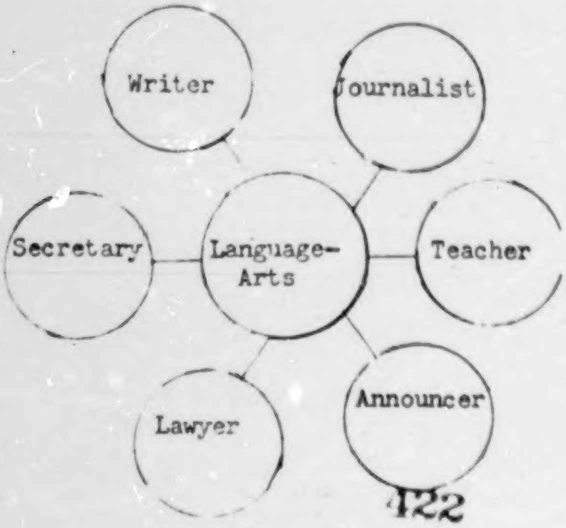
Example:
  Cluster - Machine Trades
    Machinist
    Toolmaker
    Millwright
    Patternmaker
    Tool Designer
    Machine Inspector
    Automated Machine Maintenance

Widening Occupational Roles Kit (WORK), SRA Guidance Staff. (available at Paul Breaux)

Sample interview for parents:

1. Name of occupation ______________________________.
2. Requirement for occupation ______________________________.
3. Do you work with
   a. People?__________
   b. Ideas?__________
   c. Things?__________
4. In what ways do you work with the above?

SAMPLE CLUSTER:



EVALUATION

Ask each student to interview his parents and classify their occupation(s) according to people, ideas, and things.

Have each student develop a job family cluster showing occupations related to one of the following school subject. Ask volunteers for each subject to put clusters on board.

1. Math
2. Science
3. Home Economics
4. Industrial Arts
5. Music (Band or Chorus)
6. Art
7. Health
8. Physical Education

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SELF

SUBCONCEPT: EACH INDIVIDUAL HAS A CONTRIBUTION TO MAKE TO THE WORLD OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will see that persistence effort can assure success.	Have the student read Chapter 3 in the social studies textbook. Guide the class in a based on questions 1-3 on page 28 of the textbook.

RESOURCES	EVALUATION
Dethlaff, Henry C. and Allen Begnaud. *Our Louisiana Legacy*, Steck-Vaughn, 1968, pp. 21-29. Davis, Edwin Adams. *Louisiana Its Horn of Plenty*, Panoromic Teaching Aids, Inc., Alexandria, Louisiana, 1968, pp. 24, 46, 69, 117, 126 and 69, 86. Davis, Edwin Adams. *Louisiana The Pelican State*, Louisiana State University Press, 1972, pp. 22-27 and 21-64.	Ask the student to write a paragraph telling why Iberville and Bienville were successful in establishing a thriving colony. Ask the student to include a discussion of the personal traits of the men who contributed to their success.

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SELF

SUBCONCEPT: AN INDIVIDUAL MAY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
After discussing the personality traits and capabilities which affected Huey Long's career, the student will consider his own personality traits and capabilities; and name five kinds of work for which he might be suited.	Ask the student to read "Huey Pierce Long" in Chapter 7 of the social studies textbook. Have the class discuss the several types of jobs or positions which Long held during his career. Include a discussion of the different personality traits which affected his performance in these jobs.

RESOURCES	EVALUATION
Dethloff, Henry C. and Allen Begnaud. Our Louisiana Legacy, Steck-Vaughn Company, 1968, pp. 244-251. Davis, Edwin Adams. Louisiana The Pelican State, Louisiana State University Press, 1969.	Ask each student to list five different kinds of work that he thinks he might be suited for.

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SELF

SUBCONCEPT: THE INDIVIDUALS PERCEPTION OF HIS ENVIRONMENT AFFECTS HIS ATTITUDES TOWARD WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate an awareness of the fact that different people may have opposing points of view on the same question by defending one side of the lottery question.	Have the student read "The Lottery Fight" in Chapter 6 of the social studies textbook. Conduct a discussion of the Louisiana Lottery Company, being sure to cover both the advantages and disadvantages of this method of raising funds for the state. Emphasize the fact that, although sometimes people become emotional and react irrationally to persons with opposing views, it is possible and desirable to oppose the personal enmity.

RESOURCES	EVALUATION
Dethloff, Henry C. and Allen E. Begnaud. Our Louisiana Legacy, Steck-Vaughn, 1968, pp. 208-215. Davis, Edwin Adams. Louisiana The Pelican State, Louisiana State University Press, 1972. Filmstrips: "Let's Disagree Together" available from school board office through guidance department.	Let each student choose one side of the lottery question and write a paragraph defending his view.

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify the occupational fields prevalent in Louisiana today.	Have the student read Chapter 28, "Economic Development," in the social studies textbook.

RESOURCES

Davis, Edwin Adams. Louisiana: The Pelican State, Third Edition, Louisiana State University Press, 1969, pp. 292-305.

World Book Encyclopedia
"Louisiana: Economy"

Dethloff, Henry C. and Allen E. Begnaud. Our Louisiana Legacy, Steck-Vaughn Co., pp. 316-341.

Filmstrips:
"Louisiana: Its Geography and Resources: Manufacturing and Commerce" Carencro Elementary Library Number 7711.

"Louisiana: Its Geography and Resources: Mining and Fishing: Two Extra-active Industries: Carencro Elementary Library Number 7706.

"Louisiana: Its Geography and Resources: Agriculture" Carencro Elementary Library Number 7708.

EVALUATION

The student will use the textbook to identify the major occupational fields in Louisiana, and construct an outline of the various fields and the divisions within these fields.

Sample Outline:
Occupations in Louisiana

I. Agriculture
  A. Crops
  B. Livestock
II. Lumbering and forest products
III. Mining
  A. Oil and gas
  B. Salt
  C. Sulphur
  D. Other minerals
IV. Manufacturing
  A. Chemicals and chemical products
  B. Foods and foodstuffs
  C. Petroleum products
  D. Pulp, paper, and wood products
V. Wildlife and fisheries
  A. Trapping
  B. Fishing
    1. Fresh Water
    2. Salt Water
VI. Transportation
  A. Trucking
  B. Railroads
  C. Airlines
  D. Water transport

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT ON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will name the occupations which existed in the French colonies in Louisiana.	Ask the student to read Chapter 6, "Economic Life and Government in French Louisiana" in the social studies textbook. Have him take note of the ways of making a living found in the colony. Discuss the factors which made the occupations possible and necessary. Have the students tell which of these jobs still exist in Louisiana.

RESOURCES	EVALUATION
David, Edwin Adams. *Louisiana: The Pelican State*, Third Edition, Louisiana State University Press, 1969, pp. 53-58.	The student will make a list of the occupations existing in Louisiana at the time that it was a French colony. These should include: farming slave trade general trade lumbering brickmaking making furniture making clothing making leather goods making iron articles river transportation operating pack trains fur trapping foreign trade government building roads, levees and bridges

BEST COPY AVAILABLE

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCEITY

SUBCONCEPT: SOCIETY IS DEPENDENT UPON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate a knowledge of the industries and occupations prevalent in Louisiana by writing a report on this topic.	Ask the student to read Chapters 28-33 in the social studies textbook. Take the class on a field trip to the Esso (Humble) Refinery in Baton Rouge. Invite a guest speaker from an oil company, preferably a chemist, to discuss the uses of chemicals in the oil industry. Take the class on a field trip to the Avery Island salt mines.

RESOURCES	EVALUATION
Davis, Edwin Adams. Our Louisiana Legacy, Steck-Vaughn Company, 1968, pp. 240-276. World Book Encyclopedia "Louisiana: Economy."	Have the student write a report on the various industries and occupations common to the state of Louisiana.

GRADE: EIGHT SUBJECT AREA: SOCIAL STUDIES

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETAL NEEDS DETERMINE VOCATIONAL OPPORTUNITY.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate an understanding of the fact that job opportunities are the result of specific needs of society by completing a written exercise.	Have the students read Chapter 11, "Economic and Governmental Life in Spanish Louisiana," in the social studies textbook.

RESOURCES	EVALUATION
David, Edwin Adams. Louisiana: The Pelican State, Third Edition, Louisiana State University Press, 1969, pp. 94-103. New Book of Knowledge. "Louisiana: The People and Their Work."	Have the student complete the following exercise by filling in the blanks: 1. Because of a need for more food, more farmers were needed. Because grain must be ground, millers were needed. 2. Because the forests contained valuable wood, lumbermen were needed. Because other building materials were desired, brickmakers were needed. 3. Because the colonists wanted many articles they could not produce, manufacturers were needed to make the articles, and merchants were needed to sell them. 4. Because the rivers were the main transportation routes, boatmen were needed. 5. Because the colony had to be governed, government workers were needed. 6. Because roads, levees, and bridges were needed, men could do construction work.

GRADE: EIGHT SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the use of base two in the field of computer technology.	Interwoven with a lesson on the numeration system, discuss the practical use of "base-two numeration" in the field of computer science. Assign research into the field of "computer technology" and discuss their findings. As a culminating activity, have the class visit Spencer Business College and observe a demonstration on the use of the computer.

RESOURCES	EVALUATION
Basic Textbook Stein, Edwin I. Fundamentals of Mathematics, Allyn and Bacon, Inc., 1966, pp. 71-72. Spencer Business College Film: "The Thinking Machine" Encyclopedias Occupational Guide: "Careers in Computer Technology"	Require students to keep notebooks for the year entitled, "Career Education." (See Appendix for guideline on keeping a notebook.) As the first entry, ask the student to summarize the career of computer technology. See appendix page 444.

GRADE: EIGHT SUBJECT AREA: MATH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will list several occupational areas and describe the basic skills needed in the performance of jobs.	Arrange to have several guest speakers to visit the classroom. Each speaker will describe his occupation and math-related skills needed in this occupation (a variety of occupations should be stressed) A guideline will be sent to each of the guest speakers before they come into the classroom. Suggested speakers: carpenter surveyor computer programmer draftsman bookkeeper C.P.A. accountant well-logger engineer bank teller flight controller navigator tailor cafeteria manager

RESOURCES	EVALUATION
Guest speakers Guideline for guest speaker See appendix page 445.	List the occupations discussed on a mimeographed sheet and give to each of the students. Help the students to determine the importance of each of the jobs in terms of the amount of math involved.

GRADE: EIGHT SUBJECT AREA: MATH

CONCEPT: ECONOMICS

SUBCONCEPT: UNDERSTANDING ECONOMICS HELPS MAN TO FUNCTION EFFECTIVELY AND MAKE CHOICES AND DECISIONS CONSISTENT WITH HIS NEEDS AND RESOURCES.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the number of people employed in various types of occupations in the United States.	After learning about the different types of graphs, have the students use the World Almanac to obtain information to construct graphs. Possible topics for graphs are: Occupational Groups Civilian Employment, Federal Manufacturers. Worker Statistics Suggest that the student do additional research using periodicals, encyclopedias or Occupational Briefs.

RESOURCES	EVALUATION
Gundlack, Bernard H. Junior High School Mathematics, Laidlaw Brothers, 1968, pp. 294, 304, 306, 399, 295, 308.	Have the student select one topic from those covered in the activities, and construct a graph to illustrate the information.
Stein, Edwin I. Fundamental of Mathematics, Allyn and Bacon, Inc. 1966, pp. 220-225.	Ask each student to write a paragraph which explains what the graph shows to demonstrate his understanding of the significance of the figures.
World Almanac	
Periodicals	
Encyclopedias	
Desk Top Career Kit	
U.S. Census Reports	
U.S. Department of Labor Statistics	

GRADE: EIGHT SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE ESSENTIAL FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The students will contrast various science related careers in terms of the degree of training required.	Utilizing an interview report form, have the students interview three persons working in science related jobs. Have the students report the result of the interviews to the class. From these reports, ask the students to determine what kinds of jobs require the most training and the reasons for this requirement.

RESOURCES	EVALUATION
Interview Report Form See Appendix page 442.	Given a variety of the careers discussed, have the students arrange the jobs in order of the amount of training required. List according to the those requiring the most training down to those requiring the least.

GRADE: EIGHT SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: AS MAN'S KNOWLEDGE INCREASES, NEW TYPE OF WORKERS ARE NEEDED, OR PRESENT WORKERS MUST BE RETRAINED.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate an awareness of major breakthroughs in the field of space travel by writing sentences describing these developments.	After completing Chapter 11, "Machines in Space," in the science textbook, have students read "Breakthroughs in Science: Development of Space Rockets," on page 285-287 of the textbook. Discuss with the class how these breakthroughs affected the job situation with emphasis on the development of new kinds of jobs.

RESOURCES	EVALUATION
Blanc, Sam S. and al. Modern Science 2. Holt, Rinehart, and Winston, 1963, pp. 285-287.	Referring to pp. 285-287 in the science textbook, have the student write five sentences describing major breakthroughs in the field of space travel.

GRADE: EIGHT SUBJECT AREA: SCIENCE

CONCEPT: SELF

SUBCONCEPT: THE INDIVIDUAL'S PERCEPTION OF HOW HIS ENVIRONMENT AFFECTS HIS ATTITUDES TOWARD WORK

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will analyze the working environment of various occupations and evaluate his attitudes toward these environments.	Through a lesson on "Environment," and through the use of visual aids, familiarize the students with a variety of science related jobs and the different working conditions involved in each. Invite resource personnel to discuss the advantages, disadvantages, and hazards of their working environment. (This can be done by having them come into the classroom or through taped interviews.) Take a field trip to observe a variety of on-the-job activities. Reinforce the lesson by holding a discussion upon returning.

RESOURCES	EVALUATION
Pictures from magazines, newspapers, etc.	Hold a class discussion using "I Investigate an Occupation" as a guide.
Resource personnel's guideline for interviewing and class discussion.	
	See appendix page 445.
See appendix page 442.	

GRADE: EIGHT SUBJECT AREA: SCIENCE

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will determine the skills needed for a variety of occupations.	For a study of simple machines, invite technological personnel from the telephone company, the water company, and the light and power company to the classroom to describe the importance of machines in their work. Ask questions such as these: "What are the most important machines used in the company?" "What kind of jobs do they perform?" "What kinds of skills and training are necessary to operate those machines?" "What jobs have been replaced by machines?' As a culmination activity, plan field trips to local utility companies, garages, radio and television repair shops, or local hardware stores, so that pupils can see firsthand some of the machines they have studied, as well as interview the persons about their jobs.

RESOURCES	EVALUATION
Community Resources (a) Telephone company (b) Light and water company (c) Local garages (d) Radio and television repair shops (e) Hardware stores Modern Science II "Use of Machines" p. 234.	Have students list in writing some of the skills discussed and tell how that skill is important in several job areas.

INTERVIEW REPORT

Student's Name ____
Date ________________________
Name of Person Interviewed __________________________________

1. What type and how much education is required for your occupation?

2. What chances for advancement are there in your field?

3. Could you tell us about the working conditions in your occupations?

4. What hours are involved?

5. Could you tell us the approximate salary or wages of workers in your occupation?
   Beginning ____________________
   Average ____________________
   Highest ____________________

6. Do you plan to continue in this occupation? __________________

7. Why or why not?

8. Are there any dangers involved in this occupation?

9. What fringe benefits are offered?

10. Do workers in your occupation belong to a union? (Name union)

11. What personality traits are helpful in your field?

____

12. What abilities are required?

____

13. What physical characteristics are required?

____

14. What duties do you have in your occupation?

____

15. Where are you employed?

____

16. Where is training or education for your job available? (If any is needed)

____

17. Are there jobs available in your occupation in this area at the present time?

____

18. Any other comments of interest.

____

OUTLINE FOR RESEARCH INTO CAREER EDUCATION

1. Title and description
2. Salary schedule and advancement
3. Location of occupation
4. Amount of travel required
5. Working environment (inside or outside)
6. Type of work
7. Fringe benefits
8. Retirement benefits
9. Future outlook for job
10. Initial capital required
11. Education or training required (Different skills required)
12. Hours per week
13. Safety factors
14. Employer-employee relations
15. Cost of living

I INVESTIGATE AN OCCUPATION

1. Name of the occupation ______________________________
2. Job title ______________________________
3. Exactly what does the worker do? ______________________________

   ____
4. What tools or equipment does he use? ______________________________

   ____
5. Does job require: High school education? ______ College? ________

   Technical school? ________ Other? ________
6. What qualifications, other than educational, are necessary?

   Physical ______________________________

   Mental ______________________________

   Aptitude or personality ______________________________
7. What are the working conditions and hours? ______________________________
8. In what kind of business is this job found? ______________________________
9. In what geographic location is this job found? ______________________________
10. What are the opportunities for advancement? ______________________________

    ____
11. List as many related jobs as you can. ______________________________

    ____
12. What interests of yours would this job satisfy? ______________________________

    ____
13. What abilities of yours is this job related to? ______________________________

    ____
14. Will this job require more or less employees in the future? ______

    ____
15. What equipment will I be required to purchase? ______________________________

SAMPLE SELF-EVALUATION

Health

1. Are you in good health?

2. Do you have any physical, emotional, or other handicaps that may influence your career choice or job possibilities?

3. Are there any working conditions which you must avoid for health reasons; i.e., dampness, extreme heat, travel, high elevation, etc.?

Interests

1. What are your hobbies?

2. What clubs do you enjoy?

3. What clubs or groups have you joined that you did not enjoy?

4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?

5. What are your favorite subjects in school?

6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?

7. What kinds of contests or competitions have you entered?

8. Do you spend most of your free time indoors or outdoors?

9. In what kinds of activities have you shown the most ability?

10. In what kinds of activities are you most interested?

Abilities

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?

2. Have you taken any psychological tests that indicated particular aptitudes?

3. Has a teacher or school counselor ever told you that you have ability in some specific area?

4. Ask your parents, teachers, counselor, previous employer, and friends what they think your best aptitudes are and jot down the answers.

5. Have you ever been chosen to lead or participate in a special project, event, or activity?

6. Do you excel in any sports?

7. Do you have any special talents, such as music, art, or debate?

8. Have you won any contests, or have you had your work published or exhibited?

9. Do your friends frequently ask for your advice or help on a particular subject; i.e., car repairs, clothes, photography, cooking,etc.?

10. Have you learned any special skills such as typing, shorthand, or key-punching?

11. Do you know how to operate a particular type of machinery such as a lathe, a presser, an electric drill, or a calculator? If the answer is "yes," give details.

Personality Characteristics

1. Do you get along well with others?

2. Do you make friends easily?

3. Do you prefer to work alone?

4. Are you good at leading others, or do you work better when duties are carefully laid out for you?

5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?

6. Are you nervous and restless?

7. Is it difficult to get you to do or finish your work?

8. Are you (most of the time) patient? dependable? easygoing?

9. Do you become deeply hurt when someone criticizes your efforts?

10. Do you have a good sense of humor? Can you take a little good-natured teasing?

11. Are you a good sport? Can you lose gracefully without being bitter?

12. Can you take advice? Are you always giving it?

13. Do you worry a great deal? Can you relax?

14. Do you find it difficult to take supervision or accept authority?

15. Are you interested in other people and what they think?

16. How neat is your appearance?

17. Have you often been accused of being selfish or egotistical?

18. Are you able to assume responsibility?

19. Can you work under pressure without its affecting your work?

20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?

21. What kind of person do you get along with best?

You can make a start toward learning more about yourself, why you behave the way you do, and what kind of a future to plan for by examining some features of your personality as you see it, and as you would like it to be. A "Self-Picture Check List" is provided to help you do this. You may use it first to tell how you think you actually are; the second time you may use it to tell how you would like to be. The more honest you are with yourself, the clearer your own picture will become.

Most of us are a little afraid of the things we do not know about, and this causes us to hesitate in making decisions or taking action. The picture you have of yourself works in the same way. As you know yourself better, you will be better able to make decisions and to act upon your goals. Why don't you get better acquainted with YOU!

SELF-APPRAISAL INTEREST CHART

List below some of the activities which you like best and some you like least.

1. IN SCHOOL --

   Subjects I like best:

   Subjects I like least:

2. OUTSIDE OF SCHOOL --

3. THINGS I WILL DO WHEN I CAN DO AS I CHOOSE --

4. SOME THINGS I HAVE NEVER DONE BUT WOULD LIKE TO DO --

5. SOME JOBS I HAVE HELD, EITHER FOR PAY OR ON A VOLUNTARY BASIS --

   Things I liked about these jobs:

   Things I disliked about these jobs:

6. MY HOBBIES --

OUTLINE FOR AUTOBIOGRAPHY

I. Early life
  A. Where and when born
  B. Earliest remembrances
  C. Early experiences
II. Family
  A. Size of family
  B. Number of brothers and sisters
  C. Favorite family pastime
III. Friends
  A. Who they are
  B. Things we do together
IV. School experiences
  A. Early school life (1 through 5)
  B. Recent school experience (5 through 8)
V. Likes and dislikes
  A. Likes
  B. Dislikes
VI. Goals for the future
  A. Educational
  B. Occupational
  C. Other

UNIT DEVELOPMENT PACKETS

GRADE EIGHT

Social Studies

"Louisiana Industries" by Roland Simon
(Use in conjunction with the study of Louisiana's present-day economy).

Science

"Occupational Exploration in Electronics" by Myrna Ayo
(Use in conjunction with the study of electricity and electronics.)

Language Arts

"Careers" by Eve Guidry and Gail Guilbeau
(Use after the Kudet Interest Test is administered. All eighth grade language arts teachers are required to teach a career unit.)

"Printing" by Verna Figaro
(To be used in conjunction with the story "Johnny Tremain and Goblin.")

"Communication in Everyday Life and Through the Years" by Verna Figaro

Mathematics

"Construction" by Phillip Sonnier
(Use in conjunction with unit on measurements.)

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ENGLISH I

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LESSON PLANS 454

APPENDIX 492

CAREER UNITS 509

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: A PERSON MAY HAVE MANY CAREERS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will develop a thorough knowledge of job fields.	To keep a record of the research done in the five career areas chosen, have the student take notes on 5 x 8 index cards on the different medias available and place these notes in the "OCCUPATIONAL CAREER FOLDER." Bibliography information will also be placed on the index cards for future reference. Attached are the following items: 1. Information on what should be placed in the folder. (See pages 392 - 493.) 2. Instructions on how to make note cards. (See page 494)

RESOURCES	EVALUATION
1. Films, filmstrips, cassette tapes 2. Resource people 3. Library references--books, encyclopedias, and booklets 4. Counselor's services 5. Field trips 6. Other sources	Periodically check the folder to make sure the student is keeping the required information in a neat and orderly manner.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each student will identify one of the five career choices by compiling his notes into an oral or written report.	Give each student a copy of the outline for the career report and a copy of the rules for writing the report. (Attached are samples.) These will be placed in the career folder for constant reference. See appendix pages 492-508. Have each student make an annotated bibliography.

RESOURCES	EVALUATION
Handbook for writing term papers. Periodical guide (Index) Card catalog.	From the materials gathered together in the career folder, have each student compile his notes into a career research paper. This paper will range from a well-developed report with footnotes and bibliographies for the honors classes to simply a two-or-three page report for the supportive classes. It may also be an oral report--it depends on the level of achievement of the students.

GRADE: NINE —— SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: PEOPLE DO MANY KINDS OF WORK.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the large number of jobs.	Throughout the year, have the student cut out job titles from magazines and newspapers. Tape these titles on posters to be kept in the classroom. Encourage students to obtain many different job titles as possible. For supportive classes: Have students make collages of pictures depicting various occupations. For average and advanced: Have students collect news articles on various job appointments and descriptions of occupations.

RESOURCES	EVALUATION
Newspapers and magazines	Have each student simply tape the job titles on one or two large posters without trying to categorize the titles. OR Ask each student to try to categorize the job titles that he has found into the fifteen job clusters. Then, ask him to tape the job titles on the posters. Attached are the following items: 1. A list of typical jobs in employment clusters. 2. A sample of job titles on a poster. 3. A sample of job titles categorized on a job cluster poster. See page 506-507. Base evaluation of collages on the variety of jobs depicted.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: THERE ARE JOB CLUSTERS WITHIN OCCUPATIONAL AREAS AS WELL AS ACROSS OCCUPATIONAL AREAS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the vast number of careers available.	Show each student the films and filmstrips with the cassette tapes on the different career opportunities that are available. After each film presentation, have students compile a list of job clusters and a list of overlapping occupational areas.

RESOURCES	EVALUATION
Are You Looking Ahead? World of Work The Wonderful World of Work: Vocational Opportunities Career Development Laboratory	Discuss orally the main ideas presented in the films and filmstrips. Ask the student to summarize these ideas on note cards by using the following: a. The title and publisher of the film or filmstrip. b. A statement of the moral implied in the film or filmstrip. c. The likes and dislikes of film or filmstrip.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT UPON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become familiar with some jobs available in his community.	Have students discuss jobs that he has been associated with--his own, his parents, his relatives, his friends, or businessmen in the community. Find out what type of resource people the student would be interested in listening to about his job. Hopefully, the students will suggest names of people or the teacher may select some from the list. Have a student or a group of students contact the resource people either through writing a business letter or by calling them on the telephone. Have students prepare a list of public service occupations - police, fireman, etc., - and write a short paper on the value of those jobs as they relate to society.

RESOURCES	EVALUATION
Resource people list in appendix.	Guide students in a question-and-answer session after the resource person has delivered his introductory comments. If that person has brought in tools or materials that he actually uses on his job, allow the student to handle the equipment himself.
See appendix page 506-507.	Ask each student to summarize the main thoughts of the speaker on the note cards by using the following information: a. Date of appearance of visiting speaker or lecturer b. Name and title c. Place of employment d. Occupation and classification of occupation e. Subject and text of lecture f. Qualifications necessary to get this job g. Working conditions h. Possibilities of advancement i. Salary (Approximate) j. Approximate life of the occupation k. Questions asked and information gained.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will use the facilities provided by a library to obtain job information.	Invite the librarian to give the students a lesson on the use of the library, especially for incoming freshmen. Ask the student to take notes on the careers of his choice using the following type of materials: books, encyclopedias, magazines, pamphlets, and career kits.

RESOURCES	EVALUATION
Encyclopedia of Careers and Vocational Guidance Volume I & II Occupational Handbook Career Guides for Louisiana Students Dictionary of Occupational Titles Volume I & II, U. S. Department of Labor Readers Guide to Periodical Literature	Have the class write a short theme based on the information gained from the librarian and discovered during their research in the library.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF EACH ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORKING WORLD.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of his own strengths and weaknesses as revealed by his achievement and aptitude tests.	Have the student interviewed by the counselor as to whether or not the student is capable of handling the career chosen. The counselor will tell him what are his aptitudes, capabilities, and weaknesses are. Approximately 20 minutes of class time or library research time could be given to each student for this type of activity. The teacher and counselors will work together in scheduling the students at their convenience.

RESOURCES	EVALUATION
Counselor Student record of test results (in cumulative folder)	Give each student a check sheet with a resume' of his aptitude and interest test scores provided by the guidance counselors. Place this sheet in the student's folder.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SOCIETY

SUBCONCEPT: SOCIETY IS DEPENDENT UPON THE WORK OF MANY PEOPLE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will learn that it takes many different types of workers to produce a product or provide a service.	Before taking a field trip, have the student list all the jobs he thinks are involved in manufacturing a product or providing a service at the plant to be visited. Set up a class exhibit illustrating the product or service to be gained from manufacturing companies. This exhibit could consist of many different things: a step-by-step illustration of the process of manufacturing from the raw material to the finished product by using actual samples of the product or simply pictures; a poster illustration of the many people responsible for providing a service to the public; books, encyclopedias, booklets, pamphlets, magazine articles about the product or service provided by the plant. Have students review the educational and training requirements for each of the jobs found in the plant or business being visited. Prior to the field trip, have a representative from the plant come to your class and preview the field trip.

RESOURCES	EVALUATION
Field Trip list in Appendix. Encyclopedia of Careers and Vocational Guidance Volume I & II. Occupational Handbook Career Guides for Louisiana Students, U.S. Department of Labor Dictionary of Occupational Titles, Volume I & II. List of Resource Persons in Appendix	To his original list of jobs, have each student add the new ones that he had not realized were involved in producing the product or providing a service. Ask each student to summarize the field trip on his note cards by using the following: a. Date and place visited b. Reason for visiting this place c. Number and classification of occupations there d. Questions asked and answers given e. Information gained from questions f. Things learned from trip.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SELF

SUBCONCEPT: THERE ARE IDENTIFIABLE ATTITUDES AND BEHAVIORS WHICH ENABLE ONE TO OBTAIN AND HOLD A JOB.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of the abilities and education required for certain jobs. He will relate this information to his own objectives and interests.	Ask the student to select three occupations in which he is interested. Guide him to use the Occupational Exploration Kit to obtain information about these occupations.

RESOURCES	EVALUATION
Occupational Exploration Kit-SRA The OEK is a systematic, personalized approach to job investigation using the unique Occupation coding device and the Student Record Book. Four hundred illustrated 4-page briefs provide a thorough, up-to-date description of individual jobs, including qualifications and training, earnings, and outlook plus selected references. Seventeen 48-page Job Family Booklets provide additional information, relating jobs by interests and skill. Eight New Guidance Series Booklets cover the world of work; careers and college; personality; subjects and college as related to careers; part-time jobs; and job hunting.	Have the student choose one of the three occupations he has researched and write a paragraph describing the occupation.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: THERE IS A SPECIFIC KNOWLEDGE FOR EACH CAREER AREA.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will write a report on the career of his choice.	Guide the student in the use of the Career Information Kit to obtain information about a specific career. Ask the student to use the cross-references in the CIK to get additional information from library reference books.

RESOURCES	EVALUATION
Career Information Kit - SRA	Using the information obtained in his research, have the student write a report giving information on the career he has chosen.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: CAREER CHOICE IS A DEVELOPMENTAL PROCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
Each student will use the guidebook to provide a structure which will facilitate thinking, discussion and fact finding regarding career development.	Let each student work in the booklet My Career Guidebook throughout the school year by using the following plan: Part one/ "My Personal Qualities" to be completed by the end of the third six-weeks. Part two/ "My Career Plans" to be completed by the end of fifth six-weeks.

RESOURCES	EVALUATION
(Each student will be given his own individual book.) My Career Guidebook The Bruce Publishing Co. New York	Guide each student to use the information filled out in his guidebook to aid him in compiling his report on the career of his choice.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SELF

SUBCONCEPT: KNOWLEDGE OF ONES SELF IN RELATION TO WORK IS A CONTINUING PROCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will become aware of what is available to him in the institutions of higher education.	Have each student who is interested in continuing his education beyond high school to study the catalogs and curriculum guides from the various colleges, vocational-technical schools, and business schools, etc. If the class is generally interested in further education, invite a representative from each of the institutions to speak and answer questions. In addition, invite the counselors to provide the students with information concerning the many opportunities available to them through scholarships and grants.

RESOURCES	EVALUATION
Catalogs and curriculum guides from the various higher education schools, vocational and technical schools and business schools.	

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: A PERSON MAY HAVE MANY CAREERS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will identify at least five career choices.	Ask each student to select at least five careers that he is interested in finding out more information. Have him illustrate these choices on a poster in any manner he desires. The careers may be identified by pictures of the people, the products, or the services provided.

RESOURCES	EVALUATION
Encyclopedia of Careers and Vocational Guidance Volumes I & II. Occupational Handbook Career Guides for Louisiana Students Dictionary of Occupational Titles Volumes I & II. U. S. Department of Labor. List of resource persons in appendix.	Conduct a poster contest. The artistic nature of the poster will be judged by the class and the teacher. First, second, third, and honorable mention awards may be given.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: VOCATIONAL PREPARATION REQUIRES SKILL DEVELOPMENT.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will take one of the first steps in preparing for a job-applying for a social security number.	Have those students who do not have a social security number already complete the application card for such a number.

RESOURCES	EVALUATION
U. S. Post Office can supply the cards.	Determine whether or not the card has been completed correctly before the student mails it.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will demonstrate knowledge of business letters. The student will practice filling out application forms supplying accurate information about himself.	Through the use of the telephone directory, newspaper, or other sources, help the student find out the names and addresses of employers in at least five careers of his choice. The student will write a letter of introduction to the employers. Along with the letter, he will attach a personal data sheet containing the following information: a. Personal information (age, address, telephone, height and weight, health) b. Education (elementary and high school) c. School activities (clubs, organizations, honors, awards) d. Work experience (part-time, summer jobs) e. Interests and hobbies

RESOURCES	EVALUATION
Jobs and You, Lessons 1, 2, 3. Compiled by Mattie Belle, Lafayette Parish School Board.	Judge whether or not the letter of introduction, the personal data sheet, and the application form are acceptable.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: BASIC EDUCATION ENHANCES JOB PERFORMANCE.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will apply his knowledge of telephone conversations.	Allow the student to listen to the speaker from Southern Bell, look at the films, and watch the demonstration of equipment. Have the student read Lesson 5, Jobs and You, "Telephone Calls-Business."

RESOURCES	EVALUATION
Southern Bell Telephone will provide the class with a speaker, films, materials, and a tele-trainer. Jobs and You, by Mattie Belle.	Let the student practice making telephone calls by using the materials and equipment provided by Southern Bell in addition to Sample 1 and 11 Lesson 5.

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: CAREER

SUBCONCEPT: CAREER CHOICE IS A DEVELOPMENTAL PROCESS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will participate in interviews.	Have the student read Lesson 4, Jobs and You, "The Job Interview." Ask the student to set up an appointment by the telephone for an interview with a person employed in the career of his choice. Have him make the appointment for after school hours or on Saturday. Give the student the following list of questions for conducting the interview: 1. What do you think are the most important qualifications for this type of job? 2. What made you choose this career? 3. What high school courses would be helpful to me in preparing for this career? 4. How much and what kind of education do you need for this type of job? 5. What advice would you give to someone interested in this career? 6. What are some of the advantages of being a ______? 7. What are some of the disadvantages? 8. What is the hardest, most trying part of this job? 9. What kind of earnings can a beginner in this field expect? 10. What are the prospects of finding this type of job in Lafayette? Suggest that the student think of two or more questions of his own to add to the above.

RESOURCES	EVALUATION
Jobs and You, by Mattie Belle. List of resource persons in Appendix.	Ask the student to evaluate his own interview by using the "Interview Self-Evaluation Sheet" provided in Lesson 4. Note to teacher: The extent of this report will depend on the level of the class. Have the student prepare a written report on the interview by using the following outline: 1. Name of person interviewed 2. Occupation of person interviewed 3. Place employed 4. Job classification 5. Junior high, high school, and/or college training 6. Minimum preparation necessary for his job 7. Other questions asked 8. Other information gained 9. Advancement possibilities 10. Approximate duration of his job 11. Approximate salary 12. Dress Codes 13. Working hours and schedules 14. Employee benefits such as insurance plans, retirement plans, unions, etc.

BEST COPY AVAILABLE

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SELF

SUBCONCEPT: AN INDIVDIUAL MAY BE SUITED FOR MANY DIFFERENT OCCUPATIONS.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will project a career plan which will reflect his abilities and interests.	Ask the student to read "Who Does the Cleaning?" page 50-51. (Use role-playing) Discuss with the students whether or not he would accept the job as errand boy knowing that part of the job would be to clean the entire restroom once a week. Have the student relate other job situations where there may be other unpleasant tasks involved. Their parents, friends, and relatives would be excellent sources of this type information.

RESOURCES	EVALUATION
Prejudice: *The Invisible Wall*, Scholastic Book Services.	Suggest that the student think of himself as ten years older. Ask that he write a letter to a friend describing his job. Suggest that he include the pleasant and unpleasant tasks that are involved in the job. (Tell the student to keep in mind his interests and abilities in choosing his occupation ten years from now.)

GRADE: NINE SUBJECT AREA: ENGLISH

CONCEPT: SELF

SUBCONCEPT: A POSITIVE CONCEPT OF SELF ENABLES THE INDIVIDUAL TO ENTER AND FUNCTION IN THE WORKING WORLD.

BEHAVIORAL OBJECTIVES	SUGGESTED ACTIVITIES
The student will analyze the ways his self concept affects his entrance to and performance in a work situation.	The student will read "I Always Wanted to Be Somebody" by Althea Gibson, pp. 50-71. The student will discuss Althea's search for her self concept by analyzing her attitudes toward her family, friends, schools, and her many jobs. The student will prepare an inventory sheet for Althea about her attitudes. 1. What kind of person was she? 2. How did she feel toward her parents and relatives? 3. What were her reactions to her friends at school and on the street? 4. What were her attitudes toward work? 5. Why did she like the job as mail clerk at the New York School of Social Work?

RESOURCES	EVALUATION
Gibson, Althea. "I Always Wanted to be Somebody," *Who Am I?* The MacMillan Company	Ask the student to complete a self-inventory sheet to analyze his readiness to enter the working world.
	Assign a written paragraph on how his self characteristics, both good and bad, will affect his performance in a work situation.
See appendix page 508.	

OCCUPATIONAL CAREER FOLDER

Teachers who are interested in enhancing career awareness in the present curriculum should require their students to keep folders during the year. Each student keeps a manila folder entitled "OCCUPATIONAL CAREER FOLDER." In this folder the following items are kept on 5 x 8 note cards:

1. Film and filmstrips shown
   a. title and publisher
   b. detail information gained
   c. a statement of moral of the film or filmstrip
   d. likes and dislikes of film or filmstrip
2. Visiting speakers or lecturer
   a. date of appearance
   b. name and title
   c. where employed
   d. occupation and classification of occupation
   e. subject and text of lecture
   f. qualification necessary to get this job
   g. working conditions
   h. possibilities for advancement
   i. salary (approximate)
   j. approximate life of the occupation
   k. questions asked and information gained
3. Interviews
   a. name of person interviewed
   b. occupation of person interviewed
   c. where employed
   d. job classification
   e. his junior high, high school, and/or college training
   f. minimum preparation necessary for his job
   g. other questions asked
   h. other information gained
   i. advancement possibilities
   j. approximate duration of his job
   k. approximate salary
   l. other information
4. Teacher lectures
   a. topic discussed
   b. information gained
   c. questions asked
   d. answers given
   e. concise statements of information gained from lecture
5. Classroom reports
   a. subject and date of the report
   b. by whom given
   c. source of information for report
   d. important excerpts from the report
   e. information gained from report

6. Field trips
    a. date and place visited
    b. reason for visiting this place
    c. number and classification of occupations there
    d. questions asked and answers given
    e. information gained from questions
    f. things learned from trip - numerically
7. Exploratory simulated exercises performed
    a. date and place of activity
    b. amount of time spent
    c. type of simulated exercise done

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SAMPLE 5 X 8 INDEX CARD

Duties   Career Summary 5-69

The elementary teacher works with children from grade one through grade six. He or she may work with one group for a whole year; or if specializing in one or more subjects such as music, art, sciences, language. She may teach several different groups each day.

HOW TO MAKE NOTE CARDS

1. Copy all information you plan to use word for word. When you write a report, put information in your own words. (Paraphrase)
2. Make notes legible and complete.
3. Place quotation marks before and after each short directly quoted statement to to footnoted. Do not place quotation marks around all information to be footnoted--only direct quotes. Good footnote material includes statistics and unusual information. Use a footnote for each reference. (Keep in mind that requirements for the lower groups will not have to be that intensive.)
4. Keep all cards from one reference together.
    a. Make a bibliography card for each reference.
    b. On left side of note card, put subject.
    c. On right side, abbreviate name of reference.
    d. Keep cards from one reference together with paper clips.
5. Put cards in outline order when all research is completed. Be sure each card has abbreviated name of reference.
6. Write paper from cards in outline order.

(11 single spaces)

THE WORLD OF WORK--NURSING

(5 single spaces)

(6 single spaces)

A CAREER REPORT

PRESENTED TO

MRS. LANELL S. MARKS, TEACHER OF ENGLISH

CARENCRO HIGH SCHOOL

(5 single spaces)

(6 single spaces)

In Partial Fulfillment

of the Requirements for English I

(5 single spaces)

(3 single spaces)

Jane E. Doe

March 1973

FOOTNOTES--Footnotes are citations of sources. Footnotes have four chief purposes:

1. To establish the validity of evidence
2. To acknowledge indebtedness
3. To amplify the discussion beyond the point permissible in the text

A footnote reference is indicated by placing an index number--that is, a raised or superscript numeral--immediately after the end of the statement or after the mark of punctuation ending the material for which the reference is given. No space intervenes between the word or the mark of punctuation and the superscript that follows it. No terminal punctuation is used after the superscript numeral, either in the text or in the footnote.

Numbering of footnotes should run consecutively throughout the paper.

Footnotes are separated from the text by a line fifteen spaces long (one and one-half inches) drawn from the left-hand margin, toward the center of the text. The line is drawn two spaces below the text. The footnote is double-spaced below the line.

FOOTNOTE EXAMPLE:

---

[1] Paul Monroe (ed.), *A Cyclopedia of Education*. (New York, The Macmillan Company, 1971), 1, 345.

[2] John C. Almack, *Research and Thesis Writing*, (Boston, Houghton Mifflin Company, 1930), p. 218.

Examples with *Ibid*, *op. cit.*, and *loc. cit.* follow. Keep in mind that all these footnotes are not on the same page, but in this order on a number of pages.

[1] Paul Monroe (ed.), *A Cyclopedia of Education*. (New York, The Macmillan Company, 1971), I, 345.

[2] *Ibid*., II, 20-22. (Refers to the book above.)

[3] John C. Almack, *Research and Thesis Writing*, (Boston, Houghton Mifflin Company, 1930), p. 218.

[4] William Brown, "The Flight at Niagara," *The Reader's Digest*, LXIII (August, 1953), p. 30.

[5] Almack, *op. cit*., p. 200. (Refers back to this book.)

[6] Charles H. Johnson, *The Modern High School*. New York, Charles Scribner's Sons, 1914), pp. 603-14.

[7] Norman L. Munn, *Psychology: The Fundamentals of Human Adjustment*, (Boston, Houghton Mifflin Company, 1951), pp. 365-70.

FOOTNOTES

Books (One author)	[1] John C. Almack, *Research and Thesis Writing*, (Boston, Houghton Mifflin Company, 1930), p. 218.
Periodicals	[2] William Hard, "The Fight At Niagara," *The Reader's Digest*, LXIII (August, 1953), p. 30.
Encyclopedia Articles	[3] Edward Sapir, "Language," *Encyclopedia of the Social Sciences*, (New York, The Macmillan Company, 1933) IX, 191-96.
Newspaper	[4] Editorial in the Los Angeles Times, February 27, 1956.

BIBLIOGRAPHICAL ENTRIES

Books (One author)	Almack, John C. *Research and Thesis Writing*. Boston: Houghton Mifflin Company, 1930.
Periodicals	Hard, William. "The Fight at Niagara," *The Reader's Digest*, LXIII (August, 1953), 27-32.
Encyclopedia Articles	Sapir, Edward. "Language," *Encyclopedia of the Social Sciences*, IX, New York: The Macmillan Company, 1933.
Newspaper	*Los Angeles Times*, January 30, 1967.

NOTE: List the bibliographical entries in alphabetical order on a separate page at the end of the paper.

BIBLIOGRAPHY -- A bibliography is a formal list of materials relating to a particular subject. A bibliography should be classified and grouped, as much as possible, according to their character. A bibliography is often annotated; that is, each entry is followed by comments indicating its value and its relationship to the subject.

Entries in a bibliography are arranged in an underhung single-spaced form. Each entry begins flush with the left-hand margin and the second and ensuing lines are indented four spaces.

When a bibliography contains fewer than thirty books, it is not necessary to classify them under such headings as books, pamphlets, periodicals, magazines, etc. Merely alphabetize them according to the first word of each entry.

EXAMPLES OF BIBLIOGRAPHY:

(Annotated bibliography)

Chase, Stuart. *Government in Business*. New York: The Macmillan Company. 1936.
One of the first works by a major economist openly advocating considerable control of business by government.

(Without annotations)

Almack, John C. *Research and Thesis Writing*. Boston: Houghton Mifflin Company, 1930.

TERMS TO BE ABLE TO PRONOUNCE AND UNDERSTAND:

1. *Ibid*.--In consecutive references to the same source, the Latin abbreviation "ibid." (for *ibidem*, "the same") is used to avoid repetition of as much of the preceding citation as is unchanged. If the page number is different, it must follow the abbreviation. In the typed form, the abbreviation *Ibid*. must be underlined to indicate italics.

2. *op*. *cit*.--When references to the same work follow each other closely but not consecutively to different pages in that work, use *op*. *cit*. instead of the complete footnote.

   Example:

   Jones, *op*. *cit*., p. 10.

   Use Jones, the author; *op*. *cit*.; and the page number.

3. superscript--a raised index number.

4. pagination--the act of marking or numbering the pages of a book.

5. ellipses--Three dots alternating with spaces are used to indicate omission of material up to one paragraph in length.

QUOTATIONS

Indirect Quotations (paraphrases)

When another person's ideas but not his exact words are used, full credit must be given as in the case of direct quotations. Indirect quotations should not be enclosed in quotation marks. The footnote superscript is placed at the end of the paraphrased matter, whether or not the name of the author appears in the context. The cautions given above with regard to the validation of every quotation also apply here, for example:

Both Emory and Russell advance the theory that even in the realm of physics there are no absolutes; that the curve of mathematical probability may with accuracy be applied to these reactions.[2]

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[2] William C. Emory, History of Mathematics (Atlanta: The Eastern Press, 1946), p. 261.

Thomas Russell, The Philosophy of Science, (London, Evan Roberts and Sons, 1949), pp. 126-29.

Poetry Quotations

Unless unusual emphasis is desired, a part of a line, or a line, of poetry should be enclosed in quotation marks and run into the text. The lines may be run into the text in the samy way, if the lines are separated by a virgule (/):

Tennyson aptly expressed the idea when he said, "By faith and love alone embrace/Believing where we cannot prove."

Verse quotations not run on should be introduced by a colon, centered on the page (the longest of the quoted lines is used to determine centering), and single-spaced. Quotation marks are omitted, unless they appear in the original:

In one of Tennyson's best-know works, "In Memoriam," an illustration of this point may be seen:

> But open converse is there none,
> So much the vital spirits sink
> To see the vacant chair, and think
> "How good! how kind! and he is gone."

Bird devised an ingenious method for the detection of cheating on objective examinations. Using a large class of students in an introductory course in psychology, he made exhaustive calculations to show the large number of identical errors caused by the author of one paper copying from a second paper. Four students were believed to have copied from papers belonging to their neighbors. The numbers of identical errors in the four pairs were 17, 25, 28, and 31, while the mean number of identical errors between a cheater's paper and twenty papers chosen at random was 4. The mean number of identical errors found in one hundred pairs of papers chosen at random was 4.35.[3] This was a new attack on the problem. Bird reported that:

> These comparisons enable us to report the delinquent students to the Student's Work Committee. This committee considered the quantitative records to be irrefutable and did not at any time raise questions which concerned the accuracy of the proctors' observations. All four of the accused students denied dishonesty, but three quickly confessed guilt when confronted with the evidence, while one, whose paper showed twenty-eight identical errors, maintained innocence. Nevertheless, the committee unanimously convicted him.[4]

The marked degree of correlation between deceptive behavior and the tendency for a person to be what he is not.

---

[3] Charles Bird, "The Rejection of Cheating in Objective Examinations," School and Soceity, 25:261, February, 1927.

[4] Ibid.

MISCELLANEOUS NOTES

ON WRITING THE CAREER REPORT

1. Write an interesting opening sentence.
2. Use the dictionary to check your spelling.
3. Paraphrase--write the paper in your own words.
4. Place quotation marks before and after direct statements to be footnoted unless spaced and indented.
5. Check your grammar:
    a. Use one tense, one number, one person.
    b. Write complete sentences.
    c. Use a variety of sentences: simple, compound, complex and cumulative.
    d. Do not over use words.
    e. Check capitalization and punctuation.
6. Use regulation looseleaf paper and blue or black ink.
7. Write a good closing statement.

OUTLINE FOR CAREER REPORT

- I. Title of occupation
    - A. Definition of occupation
    - B. Interesting beginning
- II. History of the occupation
    - A. Its beginning
    - B. Its developments
- III. Workers engaged in the occupation
    - A. Number
    - B. Percentage of men and women
    - C. Largest age group
- IV. Qualifications
    - A. Age and sex
    - B. Special skills, tools
    - C. Important personality traits
- V. Preparation for occupation
    - A. Education
    - B. High school subjects required
    - C. College education
    - D. Special training
    - E. Required time to attain skill
    - F. Licenses required for occupation
- VI. Duties of occupation
    - A. One specific duty or a variety of duties
    - B. Mental or physical type of work
- VII. Earnings
    - A. Beginner's salary
    - B. Experienced Worker's salary
    - C. Highest possible earnings
    - D. Job benefits and possible bonus
- VIII. Conditions of work
    - A. Hours
    - B. Regularity of employment
    - C. Health and accident hazards
    - D. Indoor or outdoor work
    - E. Individual or group work
    - F. Type of work clothes
- IX. Places offering employment
    - A. Rural or city area in state
    - B. Out of state area
    - C. Foreign country

X. Advantages or disadvantages
    A. Advantage or promotion
    B. Vacations and sick leave
    C. Retirement plan
    D. Additional factors

XI. Supplementary information
    A. Suggested reading
    B. Trade and professional journals
    C. Visual aids
    D. Interview with person employed in particular occupation
    E. Information received through correspondence

XII. Personal evaluation of occupation
    A. Things liked about occupation
    B. Things disliked about occupation

XIII. Importance of career investigation
    A. Present benefits
    B. Future benefits
    C. Closing statement

TYPICAL JOBS IN THE FOLLOWING EMPLOYMENT CLUSTERS

Many of the jobs listed below are entry level jobs which, with experience and/or further training/education can lead to supervision and management of peopel or ownership of the particular business. Also, some of the entry level jobs listed below with further education, can lead to a profession.

AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS (Include jobs such as): farmer; dairyman; county agricultural agent; grain and feed salesman; farm equipment salesman; veterianarian; tobacco buyer; nurseryman; feed, fertilizer, seed, meat, and poultry inspector; and forester.

BUSINESS AND OFFICE OCCUPATIONS (Include jobs such as): stenographer; teller; key punch operator; file clerk; mail clerk; and mail carrier.

COMMUNICATIONS AND MEDIA OCCUPATIONS (Include jobs such as): radio and TV repairman; electronics technicians; computer operators; blueprint reader; landscaper; cartographer; technical illustrator; mechanical drafter; electrical drafter; photographer; stripper and plate maker; binder and printer; and architect.

CONSTRUCTION OCCUPATIONS (Include jobs such as): carpenter; plumber; electrician; painter; bricklayer; cabinet maker; pipe fitter; paper hanger; stone mason; cement finisher; plasterer; glazier; roofer; floor coverer; lather; and bridge inspector.

CONSUMER AND HOMEMAKING OCCUPATIONS (Include jobs such as): child development; clothing and textiles; consumer education and family economics; family relationships; foods and nutrition; grooming and personal appearance; housing and home furnishings; and health and home care of the sick.

ENVIRONMENTAL CONTROL OCCUPATIONS (Include jobs such as): park ranger; fire warden; park caretaker; camp ground manager; hunting and fishing guide; soil conservationist; ecology inspector; trapper; golf course grounds keeper; and wildlife protector.

FINE ARTS (Include jobs such as): architect; artist; composer; dancer; musician; designer; photographer; sculptor.

HEALTH OCCUPATIONS (Include jobs such as): nurse's assistant, male attendant; medical office assistant, ward secretary, dental assistant, doctor's assistant; dental hygienist, lab technician; psychiatric aide; and surgical technician.

HOSPITALITY AND RECREATION OCCUPATIONS (Include jobs such as): air hostess; workers in food service in civic centers and country clubs; workers in gift shops at resorts; food demonstrator; caterer; waitress; assistant cook; care of small children in resort areas.

MANUFACTURING OCCUPATIONS (Include jobs such as): instrument maker; all-round machinist; machine tool operator; tool and die maker; sheet metal worker; molder; pattern maker; welder; loom fixer; casting machine operator; and card tender.

MARINE SCIENCE OCCUPATIONS (Include jobs such as): commercial fisherman; sports fisherman; tugboatman; rope handler and splicer; marine engineer; marine engine machinist; marine recreation director; marine steward; and longshoreman.

MARKETING AND DISTRIBUTION (Include jobs such as): copy writer; manager of an advertising agency; fashion coordinator; salespersons in retail or wholesale business; stock clerk; cashier-checker; buyer; hotel or motel desk clerk; service station attendant; baggage and mail agent; real estate salesman and insurance salesman.

PERSONAL SERVICE OCCUPATIONS (Include jobs such as): cosmetologist; wig dresser; barber; manicurist; reducing machine operator; makeup woman or man; photographer; dry cleaning worker; funeral director; service establishment attendant; and custodian.

PUBLIC SERVICE OCCUPATIONS (Include jobs such as): policeman; fireman; emergency and rescue squad workers; teacher aides; safety and sanitation inspectors; and workers in federal, state, or local government.

TRANSPORTATION OCCUPATIONS (Include jobs such as): railroad station master; toll collector; rate clerk; porter; stewardess; hostess; reservation clerk; dispatcher; driver; and terminal manager.

BEST COPY AVAILABLE

(Sample of job titles on a poster)

Policemen

Pro Football

Pianist

State Police

World

MARRYING JUDGE

Campers

Sports Editors

French Premier

ROBBERS

Bishop

Red Cross Officers

Students

RADIO OPERATORS

ASCS Advisory County Committeeman

Deputy

Industrial Salesmen

Swimmers

FBI

Columnists

EDITOR

Voting Commissioners

Longshoremen's

Teamsters

(Sample of job titles categorized on a job cluster poster)

AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS

Farmers

SCS Soil Expert

SELF INVENTORY

Personality is what makes you different from every other person in the world. Your personality is made up of many things: the way you walk, the way you talk, think, feel, and act. Your personality is the total of every quality you have, which is why no two people can be exactly alike in every way. YOU ARE YOU, AND THERE IS NO ONE ELSE JUST LIKE YOU IN THE WORLD!!!

Check the things below that you think best describes you. Use the blank space provided next to each phrase:

_____ like to talk alot
_____ move slowly
_____ feel happy most of the time
_____ get angry often
_____ gossip alot
_____ have a lot of friends
_____ love life
_____ have a few close friends
_____ jealous of no one
_____ seldom bored
_____ laugh alot
_____ like to listen when others talk
_____ wish you were somebody else
_____ like to attend school

_____ move quickly
_____ like to be alone
_____ gossip once in a while
_____ never laugh
_____ glad you are yourself
_____ bored alot
_____ jealous of other people
_____ tired of living
_____ like to be with people all the time
_____ have a lot of fun
_____ don't get angry very often
_____ a quiet person
_____ a fairly smart person
_____ like to help others

Now that you have been thinking a little about yourself, see how you would rate yourself. Below is a list of questions about personality. Rate yourself. Comment as you wish.

	OFTEN	SOMETIMES	NEVER
Are you a good student?			
Are you a good son or daughter?			
Do you argue with people a lot?			
Do you sulk and pout if you can't have your way?			
Do you lose your temper?			
Are you a happy person?			
Do you return things you have borrowed?			
Do you finish whatever you start?			
Are you a good friend?			
Can you be trusted?			
Do you gossip about your friends?			
Do you like to work?			
Do you like to be alone?			
Do you use good manners?			
Do you get into trouble?			

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL ENGLISH

English I
"Self-awareness Through Poetry" by Bonnie Barry

English II
"Career Education in the Composition Unit" by Bonnie Barry

"Biography" by Bonnie Barry

English III
"The Making and Selling of a Book" by Bonnie Barry

English IV
"Writing Occupations" by Bonnie Barry

UNIT DEVELOPMENT PACKETS

HOME ECONOMICS

Grade Eight
"Cosmetology" by Frances Himel and Hilda Nations
(Use in conjunction with unit on personal grooming.)

Home Economics I
"Job Offerings in the Retail World" by Frances Himel and Hilda Nations
(Use in conjunction with units on consumer education.)

"Clothing and Textiles as a Career" by Frances Himel and Hilda Nations

Home Economics II
"Orientation to the World of Work" by Frances Himel and Hilda Nations

Home Economics III
"Careers in Child Care" by Frances Himel and Hilda Nations
(Use in conjunction with unit on child care.)

"Occupational Food Service" by Frances Himel and Hilda Nations

Home Economics IV
"Career Involvement" by Frances Himel and Hilda Nations
(Use toward the end of the term as students prepare to look for jobs.)

UNIT DEVELOPMENT PACKETS

INDUSTRIAL ARTS

Grade Seven
"Mechanical Drawing" by John Lee

"Woodworking-Cabinetmaker" by John Lee

Grade Eight
"Drafting" by John Lee

Industrial Arts I

Industrial Arts II
"Woodworking: Carpentry" by John Lee

Industrial Arts III
"Auto Mechanics" by John Lee

Industrial Arts IV
"Career Involvement" by John Lee
(Use toward the end of the term as students prepare to look for jobs.)

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL SOCIAL STUDIES

Civics
"City Government Workers" by Roland Simon

American History
"Opposing Political Theories of Hamilton and Jefferson: by Ernie Alexander

World Geography
"World Job Force Composition" by Ernie Alexander
(To be used throughout the term as the various countries are studied.)

World History
"Occupations of the Feudal Period" by Ernie Alexander

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL SPEECH

Speech I (Fundamentals)
"Television Station Operation" by Ernie Alexander

"Some Major Industries and Their Occupations" by Ernie Alexander

Debate

Drama
"Influence of Occupation on Roles" by Ernie Alexander

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL SCIENCE

Biology

"Occupations Related to Entomology" by Myrna Ayo
(Use in conjunction with textbook unit on entomology.)

"Forest Conservation" by Myrna Ayo
(Use in conjunction with textbook unit on ecology.)

"Crustaceans and the Jobs They Make Possible" by Myrna Ayo
(Use in conjunction with textbook chapter on crustaceans.)

Chemistry

"Solutions" by Frances Comeaux

"Career Applications of Organic Chemistry" by Frances Comeaux

General Science

"The Nature of Sound and Music" by Myrna Ayo
(Use in connection with the study of sound.)

Physics

"Using Optics" by Frances Comeaux

"Vectors" by Frances Comeaux

Introduction to Physical Science

"Man Uses Radioactivity" by Myrna Ayo

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL MATHEMATICS

General Math

Algebra I

"Using Equations" by Frances Comeaux

Algebra II

"Linear Systems" by Frances Comeaux

Advanced Math

"Vectors" by Frances Comeaux

Senior Mathematics

Calculus

UNIT DEVELOPMENT PACKETS

HIGH SCHOOL ART

Art I
"Introduction to Commercial Art: Simulating the Activities of a Commercial Art Studio" by Terry Clay Girouard

Art II
"The Artist and His Environment: Designing a More Beautiful Campus" by Terry Clay Girouard

Art III
"The Artist and Community Planning: Designing a Shopping Center" by Terry Clay Girouard

Art IV
"The Arts as They Relate to Each Other" by Terry Clay Girouard

UNIT DEVELOPMENT PACKETS

GUIDANCE

Grade Eight (Language Arts)
"Careers" by Eve Guidry and Gail Guilbeau

K-Twelve
"Career Education in the Guidance Program" by Eve Guidry and Gail Guilbeau

High School
"After-School and Summer Jobs" by Ernie Alexander

UNIT DEVELOPMENT PACKETS

ADULT EDUCATION

"Finding Work: How One Goes About It; What to Expect"

"Keeping A Job: Attitudes, People, Work"

"Helping Oneself: Planning, School, Human Relationships"

"Handling Finances: Budgeting, Buying"